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UNIVERSITY OF ALBERTA

A COMPARISON OF CENTRALIZED AND SITE-BASED APPROACHES TO THE PROFESSIONAL DEVELOPMENT OF TEACHERS

BY

C. John Drader

A THESIS SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL 1990

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Date: August 3 1990

ABSTRACT

The purpose of this study was to describe the staff development programs offered by the Instructional Processes Branch of the Edmonton Public School District. A comparison was made between the "pull-out" and "school-based" models of staff development.

School-based programs were designed using input from a consultant, school administrators, and the teaching staff. The consultant or consultant team assigned to the school presented the theory associated with the advocated approaches to the school staff during in-service sessions after school and/or during professional development days. Some staff members were coached by the consultants between in-service sessions. In some schools, staff members trained in the particular skill or strategy and in coaching then coached other staff members.

In pull-out programs, two or three teachers from a participating school left their classes to attend 8 to 10 half-day sessions in a central location. In groups of about 25, they were instructed in the theory involved in a specific skill or strategy. The skill or strategy was demonstrated and the teachers practiced the skill/strategy with their colleagues. The teachers then returned to their schools to implement the skill/strategy in their classrooms.

Consultants came to the schools to coach and hold conferences with the teachers as they used the skill/strategy.

One supervisor, four consultants, four school administrators and twelve teachers who had been involved with the pull-out and school-based programs were interviewed. Principals involved in both the pull-out and school-based programs also completed questionnaires.

Both models of staff development were described as valuable. However, they seemed to achieve different goals and were suited to different circumstances. The pull-out model was efficient in imparting skills/strategies to individual teachers. The school-based model was a less expensive approach that had an impact more on the school as a whole. Both programs generally had a high level of acceptance by participants as well as a positive effect on participating schools and teachers.

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Table of Contents

	Page
List of Tables and Figures	xi
Chapter	
1. INTRODUCTION	1
Purpose of the Study	1
Problem	2
Significance of the Study	4
Definition of Terms	6
Peer-coaching	6
Mentoring	6
School-based Program	6
Pull-out Program	7
Cooperative Learning	7
2. REVIEW OF THE LITERATURE	9
Description of Some Staff Development Programs	9
Programs for Beginning Teachers	10
Mentorship Programs	14
Oklahoma	15
California	18
General Staff Development Programs	19
Benefits of a Collaborative Approach	22
Strategies for Implementation	25
Problems for Staff Development Programs	29
Summary	31

3 DESIGN OF THE STUDY 33
Concerns About Trustworthiness 34
Credibility 35
Transferability 36
Dependability 37
Confirmability 37
A Description of the Design 38
Data Collection 39
Interview schedules 39
The survey 39
Data Analysis 41
Summary 41
4 THE RESULTS 43
General Procedures for the Pull-out Model ... 43
General Procedures for the School-based Model 44
Comparing the Development of Collegiality and Collaboration 46
Interview Results 46
Survey Results 51
Comparing the Role of the Administrator 58
Interview Results 58
Survey Results 61
Comparing the Ability of Teachers to Transfer Skills/Strategies to the Classroom 66
Interview Results 66
Survey Results 70
Comparing the Longevity of Use of the Skills/Strategies 71

Interview Results 71
Survey Results 75
Comparing the Financial Implications 77
Interview Results 77
Survey Results 80
Comparing the Time Donated by Teachers 81
Interview Results 81
Survey Results 84
Comparing Participant Satisfaction 85
Interview Results 86
Survey Results 92
Comparing the Effect on Beginning Teachers 96
Interview Results 96
Survey Results 98
Other Results 99
Peer-coaching 99
Lead Teachers 101
The Move Toward the School-based Model 102
Consultants' Outline of a Staff Development Plan 104
Training of a Nucleus of Staff Members 104
Involvement of Staff in Planning 105
Supporting and Monitoring the Program 106
Summary 107
5 SUMMARY, RECOMMENDATIONS, FURTHER RESEARCH AND CONCLUSIONS 114
Summary 114
The Pull-out Model 114

The School-based Model 116
Other Findings 119
Recommendations 120
Long-range Planning 120
Coaching 121
Time 122
Communication 123
Summary of Recommendations 123
Suggestions for Further Research 124
Conclusion 125
Bibliography 126
Appendix A: Principal's Interview Schedule 131
Appendix B: Teacher's Interview Schedule 135
Appendix C: Consultant's Interview Schedule 139
Appendix D: Supervisor's Interview Schedule 141
Appendix E: Covering Letter for Survey 143
Appendix F: School Administrator's Survey 145
Appendix G: Covering Letter for Generalizations to Supervisor and Consultants 149
Appendix H: Interview Data Generalizations 151

List of Tables and Figures

Page

Table 3.1: Scientific and Naturalistic Terms Appropriate to the Aspects of Trustworthiness (Guba 1981) 35

Figure

1 Survey Statement #1 52
2 Survey Statement #6 53
3 Survey Statement #7 54
4 Survey Statement #17 55
5 Survey Statement #12 56
6 Survey Statement #15 57
7 Survey Statement #12 62
8 Survey Statement #13 64
9 Survey Statement #14 65
10 Survey Statement #4 68
11 Survey Statement #5 75
12 Survey Statement #11 76
13 Survey Statement #8 80
14 Survey Statement #10 84
15 Survey Statement #9 92
16 Survey Statement #18 93
17 Survey Statement #19 94
18 Survey Statement #20 95
19 Survey Statement #16 98

Chapter 1

INTRODUCTION

One of the major areas of educational research in the 1960s and 1970s centered on the discovery of which teacher behaviors tend to be associated with effective teaching. One focus of the 1980s seems to have been the teacher in-service programs that would pass the techniques of effective teaching on to the classroom teacher. These programs are referred to by such titles as professional development, staff development, in-service programs, and staff improvement programs.

Although empirical data on the effects of these programs is scanty, some researchers (e.g., Lawrence, 1974; Wade, 1984; Joyce and Showers, 1980; Sparks, 1983) have produced a generally consistent set of criteria for successful staff development programs. The Instructional Processes Branch (IPB) of the Edmonton Public School District (EPSD) offered a number of staff development programs using the principles developed by these and other researchers.

Purpose of the Study

One purpose of this study was to describe some of the staff development programs that have been developed in the 1980s. The benefits, as well as some of the problems, that might accompany the implementation of staff development

programs were discussed. A second purpose was to describe the staff development programs offered by The Instructional Processes Branch (IPB) of the EPSD. A comparison was made between their "pull-out" and "school-based" models of staff development.

A supervisor, consultants, school administrators and teachers directly involved with the Cooperative Learning Program were interviewed. This provided input from participants in all levels of the program. People involved with the pull-out and school-based models were included in the interviews. The researcher distributed and collected surveys to principals involved in both the pull-out and school-based models of staff development. The data collected during the interviews and surveys along with the literature review provided a background that may facilitate the implementation of staff development programs where they do not exist, or help to modify programs which are already in place.

Problem

The following questions addressed in this study focused on the formal staff development practices in a specific school district: (a) What methods are used or may be developed in achieving effective participation of teachers in a staff development program? and (b) How does the pull-out model compare with the school-based model of staff development?

The study compared the pull-out and school-based models

in the following ways:

1. the development of collegiality within the participating group and outside the participating group;

2. the amount of collaboration between the administrators and teachers;

3. the frequency of collaboration among colleagues;

4. the ability to transfer a strategy or skill to the classroom;

5. the amount of time to be donated by teachers;

6. cost to the system and to the schools;

7. participant satisfaction;

8. longevity of the effect of participation;

9. frequency of use of new strategies or skills;

10. type of involvement of school administrators;

11. participation of teachers in the decision-making process regarding the implementation of the program;

12. effects on first or second-year teachers; and

13. overall effect on the school.

The study was descriptive in nature, using interviews to examine the involvement of central office staff, consultants, administrators, and teachers in the program. A questionnaire was also given to school administrators to help validate the responses from the interviews.

Significance of the Study

A study of staff development at this time was significant for a number of reasons. If we accept the claim in the literature that staff development is valuable and that it provides many benefits for teachers and their students, then it is useful to study and compare the methods of implementing such programs.

An internship program for teachers was initiated in some Alberta schools on a trial basis for two years in 1985-87. Although the program produced many benefits, it was discontinued. Many of the advantages of this program could be identified in a study of staff development programs.

The study was also timely because the EPSD has been conducting a formal staff development program for over eight years. This program seemed to be in transition, moving from mainly a pull-out program to one with more emphasis being given to a school-based approach. This study was designed to reveal the thoughts and feelings of the people involved in these programs and their reactions to the change of emphasis. The County of Strathcona had a staff development program involving a network of five schools. From conversations with subject coordinators in the County, there appeared to be a reluctance on the part of some teachers to donate the time necessary to achieve an effective result. Apparently some teachers felt threatened by the program. A study of the experiences in the EPSD was thought to be of

particular interest to the teachers involved in the County of Strathcona program.

In the County of Strathcona, department heads were called subject coordinators. This position was strictly a staff position, carrying no responsibility for teacher evaluation, hiring or supervision. Coordinators coordinated the efforts of staff in their subject area and acted as liaison between teachers and the school administrators. The role of coordinator was under review by central office administrators, using input from coordinators and other teachers within the system. A consideration of the most effective role for the coordinator in a staff development program was timely since both were in the developmental stages within the County.

There was little research available on the effects of staff development and few formal programs were functioning in Alberta at the time of the study. The researcher developed an interest in this area through involvement in supervising student teachers. The County of Strathcona has encouraged schools to involve teachers in collegial visitation of classrooms. In general, research into this area was of interest to the researcher, was timely for the school district, and has resulted in some practical applications.

Definition of Terms

A number of terms were used throughout the study that describe various aspects of the staff development program offered by the IPB. The meaning of some of these terms is discussed below.

Peer-coaching--the practice of teachers assisting teachers of equal status.

The program of peer-coaching considered in this study went beyond the normal informal help with routines, texts, tests and curriculum, to include inter-class visitation, lesson analysis, and follow-up discussions.

Mentoring--the practice of a more experienced or qualified teacher providing help and direction to a beginning or less qualified one.

In some instances this practice developed on an informal basis during the staff development program and then became an important aspect of the program.

School-based model--a staff development model where the school assumes the responsibility for planning and implementing staff development programs.

The school-based model may also be referred to as the in-school or site-based approach to staff development. With this model a program was designed, using input from a consultant, school administrators, and usually, the teaching staff. The consultant or consultant team assigned to the school presented the theory to the school staff

during in-service sessions after school and/or during professional development days. Some staff members were coached by the consultants between in-service sessions. In some schools, staff members trained in the skill/strategy, and in coaching, then coached other staff members.

Pull-out model--a staff development model where teachers participate in in-service sessions at a central location in programs developed by consultants.

In the pull-out model, two or three teachers from a participating school left their classes to attend 8 to 10 half-day sessions in a central location. Here, in groups of about 25, they were instructed in the theory involved in a specific skill or strategy. The skill or strategy was demonstrated and the teachers practiced the skill/strategy with their colleagues. The teachers then returned to their schools to implement the skill/strategy in their classrooms. Consultants came to the schools to coach and hold conferences with the teachers as they used the skill/strategy.

Cooperative learning--instructional strategy that allows students to work together in small groups to achieve a common goal.

This is one of the instructional strategies that the IPB offered as a program for teachers, using either the pull-out or school-based model of delivery. The classroom and lessons were structured to foster an attitude of

interdependence among group members. Although appropriate collaborative skills were taught to facilitate group cohesion, individual members were held accountable for the quality of their work. Groups were given the opportunity to reflect and improve upon their collective efforts as they worked on regular curriculum materials.

Chapter 2

REVIEW OF THE LITERATURE

Many different types of staff development practices have been described in the literature. These ranged from (a) informal visits of teachers to other teachers' classrooms to (b) more structured approaches involving teams using video equipment and performing detailed analyses of taped lessons. Mentoring programs were also described, in which neophyte teachers were assigned to experienced teachers who monitored and guided their progress.

This chapter begins with a description of some staff development programs. This is followed by discussions of the benefits of a collaborative approach to staff development and of the strategies for the implementation of staff development programs. The chapter ends with a discussion of some of the problems encountered in setting up and maintaining staff development programs.

A Description of Some Staff Development Programs

Staff development in the form of informal mentoring has existed since the beginning of the educational process. However, modern education, with the separation of students and teachers into classrooms according to grade and subject, has led to greater isolation of teachers.

Programs for Beginning Teachers

Some forms of formal support for beginning teachers have existed for several years in various school systems. Student teachers have been given the opportunity to visit classrooms and begin teaching under the supervision of an experienced teacher during their university training. These sessions are usually very brief (totaling less than three months in Alberta) and do not continue into the actual career of the beginning teacher.

Team teaching, a technique which became popular in the mid-1970s, allowed some collegial collaboration but has proven to be practical in only a limited number of circumstances. The provision of consultants has been another development from the 1960s. Consultants usually operate from a central office location and provide a narrow range of assistance to identified people in the system. Their separation from staff members and the range of their duties would make the development of a truly collegial relationship difficult.

During the 1970s in North America, concern increased over the standard of education being achieved by our school systems. Results on standardized exams and entrance exams conducted by post-secondary institutions seemed to indicate a decline in the ability and knowledge of high school graduates. This trend led to a "back-to-the-basics" movement and to studies on ways to develop effective teaching.

One of the studies from the 1970s concentrated on the process of educational consultation as one method for developing effective teaching. Holdaway and Millikan (1980) compared and summarized four Alberta studies (Plamondon 1973, Haughey 1976, Harrison 1978, and Millikan 1979) to determine the consultative needs of teachers. These four studies involved the analyses of questionnaires and interviews of teachers and consultants, and included grade levels from kindergarten to senior high schools. From these studies, Holdaway and Millikan (1980) developed the following recommendations:

> 1. Greater and more effective use should be made of in-school experts by providing them with more non-teaching time for consultation.
> 2. More intensive in-school orientation seminars should be conducted by administrators.
> 3. System-level consultation should emphasize specialist services such as diagnosis of learning difficulties, while in-school consultation should relate more to generalist advice....
> 4. The consultant's role should be redefined to include less administrative responsibility. (p. 209)

They also supported the idea that teachers should be given the opportunity to share ideas and techniques with their colleagues and that peer-oriented supervisory structures should be built into the formal system.

Conclusions such as these and a perceived need for increased professional assistance to beginning teachers led to a large-scale teacher internship project in Alberta. Nearly 900 recent graduates of university preparation programs participated in the Initiation to Teaching Project during the 1985-86 and 1986-87 school years. Funding was

provided by Alberta Education, Alberta Career Development and Employment, and school systems.

The program was designed so that university graduates were assigned to a school under the direction of a supervising teacher. They were to begin with a light teaching load that was to be increased gradually to 80-90% of a normal teaching assignment by the end of the year.

The project was evaluated extensively by a research team of 12 professors from the Universities of Alberta, Calgary, and Lethbridge. This research was summarized by Ratsoy, Friesen, Holdaway, and others (1987). They reported benefits accruing to the supervising teachers, students and interns. Some of the positive findings are summarized in the following quotation:

> There was general agreement with the stated purposes of the Initiation to Teaching Project, particularly among those directly involved in internships or in supervising them. All four specific purposes were accomplished in large measure, in the following order of attainment: (1) refinement of the teaching skills of interns, (2) assessment of the interns' suitability for placement, (3) development of professional relationships by interns, and (4) further development of professional skills of supervising teachers. A fifth, more general purpose of the project was assessment of the effectiveness of the internship program as a means of improving teaching competence. The fifth purpose provided the primary focus for the evaluation. The study revealed that this general purpose was substantially achieved. (p. 41)

From the findings of the report and from reviewing practices in other countries and professions, Ratsoy et al. (1987) concluded that support existed for the introduction of a structured and well-planned entry year for beginning

teachers to replace the typical "quick-immersion," "sink-or-swim" approach to induction with its many negative consequences (p. viii). From these findings they recommended that a Teacher Residency Program should continue on a permanent basis with every Alberta teacher new to the profession being required to fulfill a one-year residency before becoming full-time teachers. The internship program ended in 1987 with a decision not to implement the recommendations of the report.

In the United States, coupled with the concern for the standards in education, a need was identified to attract and retain quality teachers. Irvine (1985) quoted reports including *A Nation At Risk* (1983) and *Twentieth Century Fund Task Force* (1983):

> We're not attracting the desired numbers of bright and talented people into the teaching profession. We don't have anything in our system beyond the single salary schedule, and we don't have a method of rewarding our truly outstanding teachers. (p. 123)

These reports, coupled with results of studies from the 1970s, provided the impetus for state funding of programs to improve the quality of education. These included formal programs for peer-coaching. Huffman and Leak (1986) quoted studies which emphasized the need for collegial support for beginning teachers:

> The cellular organization of schools constrains the amount and type of interchange possible; beginning teachers spend most of their time physically apart from colleagues. In addition, a novice is often expected to perform the same tasks as a veteran, but without systematic induction or guidance. (p. 22)

They also pointed out that beginning teachers feared they

would be considered incompetent as they were constantly faced with the expectation of performing as experienced teachers. This expectation apparently caused beginning teachers to feel that any requests for assistance would be interpreted as signs of incompetence.

Other studies have shown that concerns of beginning teachers appear to occur in stages, with early worries being primarily about those parts of the job that affect them personally. Concerns about management of the many facets of the classroom and how to get tasks accomplished seem to occur next. Unless these types of concerns are addressed, teachers are unlikely to resolve them and move on to issues more related to the impact of their teaching on their students. According to Grant and Zeichner (1981), beginning teachers benefit from the assistance of colleagues, and this assistance needs to be individualized to meet a wide variety of needs (p. 110).

Mentorship Programs

According to Irvine (1985), several states (Tennessee, Virginia, Arizona, California, and Florida) developed programs where master teachers served as mentors (p. 123). The Mentor Teacher Program is only one of approximately 80 provisions legislated in 1983 to upgrade the quality of instruction in California's schools. One county in Georgia started a formal project for master teachers as mentors in the 1982-83 school year. Many other school jurisdictions in

other states are implementing their own programs. Because these programs are so recent, not many studies have been conducted to provide empirical data on their effectiveness. Examples from Oklahoma and California are described below.

Oklahoma. In 1980, the Oklahoma Legislature passed a bill intended to improve teacher performance through additional program development (Godley, 1986). One of the thrusts of the bill was to develop an Entry Year Assistance Program for beginning teachers. Godley explained that the Entry Year Assistance Program mandates that a committee (Entry Year Committee) be created for each beginning teacher. This committee gathers and assesses information regarding the teaching competence of the first-year teacher, and then provides assistance to the beginning teacher in the development of that competence.

The committee is composed of an administrator from the first-year teacher's school district, a teacher consultant usually from the same school, and a representative of an institution of higher education. The teacher consultant must spend a minimum of 72 hours in observation and consultation with the entry-year teacher during the year. Three committee meetings are also required. For this service, the teacher consultant receives a stipend from the Oklahoma State Department of Education.

Godley's study (1986) used qualitative responses from consultants and first-year teachers in an attempt to ascertain the effectiveness of the Oklahoma program. From

this study the following factors were identified as being necessary for a successful program:

1. The consultant should have ample experience and be willing to share his failures and successes with the first-year teacher--a quotation from Godley (1986) illustrates this point:

> It is important to set up a kind of relationship where they will feel free to share their failures. I think one way that can be done is by your sharing (your) failures and some of the problems you have. I think that is very important, too, (to know) that it is alright to make mistakes--to have really messed up this lesson or have a really bad afternoon--and to talk about it. There has to be that kind of relationship and atmosphere established, that it is okay (to make mistakes), that we all do it and try to learn from those times that we do make mistakes. (p. 69)

2. The consultant should have interpersonal skills such as good communication, and demonstrate patience, openness, flexibility, sympathy and empathy. Frank honesty was seen as important when corrections of teaching practices had to be made.

3. The development of a "collegial" relationship was seen as important, where the neophytes were treated as equals and leadership was demonstrated by the consultants modeling their teaching skills.

4. It was found to be important that the consultant's teaching station be in close proximity to the first-year teacher's classroom.

The study found that the consultants and the first-year teachers considered the program to be very successful.

Besides aiding the new teacher in developing teaching skills, the program often resulted in collegial relationships that continued beyond the first year. Beginning teachers found the anxiety of being closely evaluated to be lessened with the support of their consultant available.

Benefits to the consultants from participation in the Entry Year Assistance Program included recognition of and evaluation of their own teaching practices and abilities, realization of their function as models for beginning teachers who are developing their teaching skills, becoming accessible to new ideas and materials through close association with new teachers, and the development of strong professional ties with their peers. Many of the teacher-consultants expressed that they would have liked to have had similar types of associations when they began their own teaching careers.

Although the response was generally positive there were some areas of concern. One area of difficulty experienced by some teacher consultants interviewed consisted of scheduling time for formal observation periods which entailed leaving their classrooms to observe entry-year teachers at work. Substitute teachers had to be found to cover teacher consultants' classrooms or schedules rearranged to permit observation periods. Some consultants expressed discomfort with the role of evaluator, especially when formal reports had to be written up for committee

meetings.

California. The California mentorship program as described by Wagner (1985) was similar to the Oklahoma program in that the state funded it and that the consultants (mentors) were provided with a stipend for their extra work. The goal of the Mentor Program was described by Wagner (1985) as follows:

> to encourage teachers currently employed in the public school system to continue to pursue excellence within their profession, to provide incentives to teachers of demonstrated ability and expertise to remain in the public school system, and to restore the teaching profession to its position of primary importance within the structure of the state educational system. (p. 28)

Mentors were permanent teachers with recent classroom experience. They were nominated by teacher-dominated selection committees, appointed local governing boards, and were appointed for one-, two-, or three-year terms to work in a staff development capacity with new teachers, other career teachers, and teacher trainees.

The structure and therefore the apparent success of programs varied widely within California because mentor candidate evaluation, the issues of mentor training, program definition, implementation, and evaluation were, by statute, substantially left to local discretion. Wagner (1987) quoted an important legislative guideline that differs markedly from the Oklahoma model: "A mentor teacher shall not participate in the evaluation of teachers" (p. 25). This eliminated one of the greatest concerns of the Oklahoma mentors and provided a non-threatening atmosphere where

beginning teachers were free to confide in their peer-coach.

General Staff Development Programs

Staff development occurred in ways other than the mentorship model and included a large variety of programs and techniques. At the least technical level, a staff development program may only include teachers who volunteer to meet in groups to discuss their professional growth and to encourage and aid one-another in their efforts. Paquette (1987) described a program such as this, that was started in a Calgary high school. She reported that it was well accepted and that a high level of participation by teachers in the school led to a spirit of cooperation and collegiality.

Anastos and Ancowitz (1987) wrote about a group of teachers at Central School in Larchmont, New York, who designed their own project to develop their teaching skills using help from colleagues. Each teacher in the group studied the theory behind a particular teaching technique by reading prescribed background materials. As a group, they discussed the reading and held a preconference to discuss the general purpose of a lesson they were going to present, using the theories from their readings. When a teacher was presenting the lesson, one of the team members would videotape while another took notes. After the observed teacher had a chance to view the videotape, a group analysis of the lesson followed. Team members would then practice the skill

with and without peers in their classrooms.

Many other examples of staff development were described in the literature (e.g., Kent, 1985; Molman, 1982; Pugh, 1985; Swan, 1988; Paquette, 1987) with variations to suit the particular needs of the school or district. Rogers (1987) advocated the analyses of lessons by groups of teachers using inter-class visitation and videotaping. She reported success when they were accompanied by the following activities: (a) study of the theoretical basis of instructional skills; (b) observations of demonstrations by experts; (c) practice and feedback by knowledgeable observers; and (d) coaching to provide companionship, feedback, analysis, and adaptation (p. 66).

These elements were previously outlined by Joyce and Showers (1982) for successful skill development by teachers. They also compared the use of coaching teaching skills to the practice of athletic coaching. They explained that an athlete may practice a specific skill over and over for great lengths of time. A coach may help him/her to refine a skill by observing, videotaping and analyzing together. That skill then continues to develop as the athlete puts it into practice in game situations.

Joyce and Showers (1982, p. 6) and Showers (1985) (p. 44) were convinced that peer-coaching is not effective unless it is used to develop a very specific skill and that training for coaching should occur parallel with the implementation of the new skill that is being acquired. The training of

coaching then becomes a continuing activity as is the coaching itself.

Joyce (1982) indicated that the separation of evaluation from coaching is important. The idea that evaluation should occur only after a skill is well learned, and that the evaluation should not be carried out by a person who is part of the coaching team, is summed up in this statement:

> After coaching has brought a teacher to a level of transfer in which newly learned behaviors are skillfully and appropriately applied, then the teacher should study the effects on children as a means of improving performance. Teachers need sufficient time to learn and master new skills before they are evaluated on the adequacy of their performance of the new skills. . . . (p. 14)

Much of the literature emphasized the importance of the support of central office administrators and the school principal in the success of staff development programs. The emphasis was on a commitment to a long-term, on-going process instead of a "one-shot" activity. It was emphasized that time and resources would only be made available if these people were convinced of the program's value. As Showers (1985) said,

> support systems in many districts must be remolded to permit the meeting of collegial teams for study, observations, feedback, discussion, and planning. And the activities of coaching teams must be encouraged and supported by norms, rewards, and incentives in the school structure. The invaluable role of principals in facilitating coaching programs cannot be too strongly emphasized. (p. 12)

Benefits of a Collaborative Approach

A number of authors have outlined the benefits of collaborative staff development programs. Wildman and Niles (1980) reminded us that "learning to teach takes at least a lifetime. Some prefer to go it alone, but most of us find solace and intellectual stimulation in a collaborative environment" (p. 4). They explained the need for collegiality in the continual learning that is necessary for such a complex task.

Other authors have outlined the benefits to beginning teachers. Most concentrated on the mentoring aspects of staff development. For example, Huffman and Leak (1986) studied the beginning teacher program of a school system in a large city in the Southeastern United States. They summarized their findings as follows:

> According to this study, respondents strongly endorse the role of the mentor in a beginning teacher induction program. Mentors were found to have effectively addressed many of the needs of new teachers that had been identified in previous research. (p. 24)

Godley (1986) also supported the mentoring approach specifically mentioning the benefit of relieving some of the anxiety experienced by teachers over evaluation:

> Furthermore, participation in an assisting relationship aids in the establishment of a climate of collegiality that extends beyond the teacher consultant-beginning teacher diad.... Preparing teacher consultants with the tools of clinical supervision may serve as one solution to alleviate anxiety concerning evaluation some teachers may experience. (p. 30)

Further, Hawk (1986) described some of the benefits of a mentorship program that accrue to the person providing the

mentorship. These included being forced to improve their own teaching skills and gaining awareness of the need for educators to communicate with each other. Mentors gained a better understanding of roles of central office supervisors and principals. They became aware of the specific behaviors that are characteristic of an effective teacher. Zimpher and Rieger (1988), Coughlin (1986), Wagner (1985), Kent (1985), Little (1985), Carruthers (1986), Hawk (1986), Lowney (1986), and Sagam and Clark (1986) and many others have identified the various benefits of mentoring among teachers.

The mentorship programs discussed in these articles resulted from a formal program. Mentorship in a staff development program is more likely to occur on an informal basis. Mentoring occurred because inexperienced teachers or teachers inexperienced in a particular area, were part of a peer-coaching group that contained more experienced colleagues. This is consistent with the views of Galvez-Hjornvik (1986) and Kram (1985) that a mentoring relationship is more effective when developed on an informal basis rather than when it is mandatory.

The benefits of staff development programs go beyond the obvious assistance to new teachers and involve more than just the mentoring aspects discussed so far. Rogers (1987) discussed the benefits of video-taping and the value of comparing what one thought happened with what actually happened during a lesson. Peer-group analysis of taped

lessons provided valuable feedback and insight into the teaching process.

Wildman and Niles (1987) discussed the importance of autonomy and continual learning for teachers:

> Increments in cognitive growth, positive self-concepts, and a feeling of power over one's own learning are all expected outcomes when learners (students or teachers) exercise responsibility for their own growth. Quite the opposite effects occur when systems of accountability replace systems of responsibility in a profession. (p. 6)

They argued that, as our educational system "tightens the screws of accountability," the chance for professional growth and, therefore, for improvement in the quality of teaching is thwarted. Further participation in collegial groups provides autonomy and stimulation to a greater search for new knowledge and techniques.

Schonberger (1986) brought out the same point--that over-evaluation can have a stifling effect--and emphasized that teachers supported by a collegial network will have the confidence and drive to try new and innovative techniques as evidenced by the following statement:

> Examining one's own teaching performance and the performance of others in a non-judgemental way, while being involved in the correlation and planning of learning outcomes, is more likely to produce a desire to change and grow, as well as an impetus for innovation, than an externally controlled, disenfranchising manipulatory tactic. (p. 252)

As Alphonso (1982) has said, "By developing collaborative networks among teachers and by providing structured opportunities for peer review, schools can enrich the organizational climate while providing classroom teachers a

potentially powerful vehicle for instructional improvement" (p. 5). Showers (1985), in summarizing the research on peer-coaching, found that teachers who had been involved in a peer-coaching program practiced new strategies more frequently and developed greater skill than did uncoached teachers who had experienced the same initial training. She also found that they were able to retain more of the knowledge and skills that they had attained. They were also more likely to explain their teaching strategies to their students than were uncoached teachers. Their overall use of new teaching strategies was more appropriate to the lessons they were presenting.

Strategies for Implementation

Many teacher in-service programs contain elements from Hunter's (1982) "instructional theory into practice" program and use the training and coaching methods developed by Joyce and Showers (1980). Hunter identified principles of teaching as well as instructional skills and strategies which were intended to provide teachers with a systematic approach to teaching. Joyce and Showers have developed strategies that can be used to help teachers learn and use these skills and strategies in their classroom. An important component of the Joyce and Showers model included coaching.

In order to accomplish such transfer of training into classroom implementation, Joyce and Showers (1980) identified the following five major components of training:

1. Presentation of theory or description of skill or strategy;
2. Modeling or demonstration of skills or models of teaching;
3. Practice in simulated and classroom settings;
4. Structured and open-ended feedback (provision of information about performance);
5. Coaching for application (hands-on, in-classroom assistance with the transfer of skills and strategies to the classroom). (p. 380)

They emphasized that the strategy to be mastered must be "overlearned" so that it becomes automatic and the teachers can put it into practice in the variety of situations that they must deal with in their classrooms. According to Joyce and Showers (1980), the difficulty of transferring the skill from the workshops to the classroom causes the greatest frustration to the teacher. During this period, the support and help of the coach are necessary.

Besides providing companionship and technical feedback, coaching aids in the aquisition of what Joyce and Showers referred to as "executive control." This is the ability of the teacher to become confident with a new skill in the variety of situations that occur in the classroom. The teacher learns the proper application of the skill and the appropriate situations for its use. The coach gives feedback on its effects on the students while the skill is being implemented.

One of the strategies for delivering a staff development program was described in Bentley's (1987) study of the Edmonton Public School District's Effective Teaching program. Teachers left their classrooms for five or six

half-day sessions from October to May to centrally located classes. The first three steps from the Joyce and Showers model were performed in groups of about 25 teachers under the direction of a consultant from the IPB. After the theory was studied, demonstrations given, modeling and practice of the skill done in centralized classes, the teachers returned to their schools to practice the new skill or strategy. Between sessions the consultant visited the teachers to observe classroom performance and to participate in conferences with each teacher about the skill being practiced.

Some teachers who completed a year in the Teacher Effectiveness Program returned in subsequent years to participate in a program that trained them for observation and conferencing. These teachers then coached a teacher from their school in the first year of the program. A consultant coached them on their coaching.

Another strategy that was growing in popularity was the school-based or site-based approach which involved the contracting of a consultant by a school to build its own team of coaches. The staff of the school decided the area of development that they wished to pursue and discussed the program with a consultant. A program was designed where the consultant became the trainer for selected teachers, training them both in the new skill and also in coaching techniques. After a period of time the school became self-sufficient and the consultant was no longer needed. The

coaches became trainers for other coaches and only needed expert (consultant) help again when they wished to incorporate another theoretical base for a new strategy or skill.

Spillett (1989, p. 24) indicated that there may be some advantages in using a school-based approach, using peers for coaches, as opposed to using a centralized system where consultants do the coaching. When peers are used the cost of an expensive expert is incurred only in the initial stages. The use of teachers respected in the school has an advantage over the use of a consultant in that the teachers usually already have a rapport established with their colleagues. Sparks (1986) indicated that peers may be more effective coaches than outside trainers or consultants:

> Although tentative, the results of this study indicate that peer observation may be a more powerful training activity than trainer provided coaching. Although Joyce and Showers long have supported the idea of coaching as a powerful in-service activity, they have not provided any data indicating which types of coaching are most helpful to teachers. The present findings indicate that trainer-provided coaching may not be worth the cost and time required, and that peer observation may be especially cost effective. (p.224-225)

Whatever variation of Joyce and Showers' method of staff development was being used, they advised that there are some basic principles to be followed.

1. Forecast the problem of transfer. When teachers are aware that it is going to be difficult to implement a new skill into their teaching and that they may get worse before they get better, they will not become discouraged as quickly

as when they are expecting to be successful on their first try.

2. Develop a very high degree of skill prior to classroom practice. This skill may be attained by studying the theory, observing modeling by an expert, and practicing the skill on peers. Feedback should be given during practice until the skill is being demonstrated at an acceptable level.

3. Executive control should be attained. As the teachers practice and are coached, they should reach a stage where they can use the skill in the appropriate classroom situations and be able to assess its effectiveness in a given situation.

4. Coaching should be used. Coaching provides the companionship and encouragement necessary to continue the difficult tasks involved in bringing about change in teachers' methodology. Technical feedback is given so that teachers can develop their skills effectively. The analysis of application that is facilitated by a coach leads teachers to attain executive control of the skill and adapt the skill to their situation and students.

Problems for Staff Development Programs

Probably the greatest hurdle for the implementation of staff development programs was explained by Joyce, Hersh, and Mckibbin (1983) in this way: "There are homeostatic forces within schools that resist attempts at innovation, precisely because it is their function to prevent changes

which might endanger some essential aspect of life in the institution" (p. 67). Costello (1987) recognized the isolation of the teacher in the classroom as being one of the most difficult homeostatic forces to overcome (p. 92). Teachers are often insecure and may feel threatened when asked to open their classrooms to other people. They may be suspicious that extra time is going to be demanded of them and that coaching will somehow turn into more evaluation.

Joyce and Showers (1983), when comparing the aquisition of teaching skills to athletic training, pointed out that learning a new technique can be an arduous and frustrating task. As with golfers trying to modify their swing, teachers trying to modify their teaching technique may become worse before they start improving. Only through continued practice and proper coaching can the new skill be fully integrated. Teachers must be dedicated to the improvement of their skills or they will be unwilling to tolerate the frustrations involved. They emphasized that it is necessary to forewarn teachers of this problem at the beginning of the program.

Bird and Little (1983) identified one of the most difficult obstacles to overcome when implementing a staff development program:

> One unanticipated consequence of coaching should be noted especially. It appears that, to the degree that coaching was not experienced as help but was experienced as an added demand or source of stress, it hastened the "division of the house" the separation of the experimenting faculty into a more involved group and a less involved group with distance, uneasiness or

outright hostility between the two (p. 17).

Many writers (e.g., Wagner 1985, Showers 1985, Lowney 1986, and Taylor 1986) listed time as the most limiting factor in developing a successful staff development program. The provision of this extra time equates with sacrifice on the part of participating teachers or funding by the school system or both. In order for this to happen, the stakeholders must be convinced of the program's value.

Summary

According to the literature, staff development has been found to be beneficial when used to develop new teaching skills. Mentorship may also be enhanced by the use of peer-coaching programs, with accompanying benefits to teachers and their mentors. The isolation of teachers is diminished as interaction and collegiality are enhanced. Teachers gain a non-threatening environment to develop new and useful teaching techniques. In a successful staff development program the school develops an atmosphere of cooperation and teamwork.

The following is a list of factors from the literature (Joyce and Showers, 1982; Hunter, 1982; Sparks, 1983) that will enhance the success of a staff development program:

1. Involvement in the program should be non-threatening and voluntary.

2. Participation should require as little extra time from the teacher as possible.

3. The training process should be long term and on-going rather than a "one-shot" lecture or seminar.

4. A series of short workshops are more effective than one long one.

5. The program should be based on objectives relevant to the teachers and the school and teachers should have input into the formulation of the objectives.

6. Teachers should be warned of the fact that they may have difficulty in changing their teaching techniques and may have problems before they get improve.

7. The theoretical base should be "overlearned" to the point where it becomes automatic.

8. Teachers should have a chance to practice the techniques with colleagues before using them in the classroom.

9. Teachers should receive coaching after each in-service session.

10. Disruption to regular classes to train teachers should be minimized as much as possible.

11. Administrators must support the program.

Problems of time, financing and resistance to change do exist. For a staff development program to be successful, two conditions are essential. First, long-term commitment is necessary from the school board for funding. Second, there must be commitment from central office administrators, school administrators, and teachers to carry out the program.

Chapter 3

DESIGN OF THE STUDY

Guba (1981) compared two approaches to inquiry that may be used to guide research. He used terms such as "scientific" and "rationalistic" to describe the type of research that is very structured and where the data collected are quantitative. Guba used the term "naturalistic" to describe the more open form of research where the researcher observes and collects data in a natural setting. This chapter begins by comparing the naturalistic with the scientific or rationalistic approach, and then follows with a description of the design of this study.

This study was descriptive in nature, using interviews with people involved in the program and surveys to collect data. It involved many of the characteristics of the naturalistic approach. The selection of this approach was an attempt by the researcher to gain a holistic understanding of the Instructional Processes Programs being used in the EPSD.

Naturalistic research attempts to provide a rich description of a situation with its variety and complexity in a holistic way. Instead of focusing on a single variable as a rationalistic study would, the naturalistic approach assumes that multiple realities exist and studies their interactions. The researcher becomes the main instrument and relationships and the effects of the researcher on the

situation being observed are taken into account. The study takes place in a natural setting instead of a controlled environment. The design of a naturalistic study is emergent and is modified as the study progresses. The data that result are qualitative rather than quantitative and are analyzed in a much different manner than when using the rationalistic approach.

Concerns About Trustworthiness

A rationalistic or quantitative study is expected to meet the criteria of internal validity, external validity, reliability, and objectivity. Guba (1981) argued that the criterion of trustworthiness is more appropriate for the naturalistic paradigm. In order for a study to be considered trustworthy it must meet proper standards of credibility, transferability, dependability, and confirmability. Table 3.1 compares naturalistic trustworthiness with the corresponding factors in a rationalistic (scientific) approach.

Table 3.1

Scientific and Naturalistic Terms Appropriate to the Aspects of Trustworthiness (modified from Guba, 1981)

Aspect	Scientific Term	Naturalistic Term
Truth value	Internal validity	Credibility
Applicability	External validity Generalizability	Transferability
Consistency	Reliability	Dependability
Neutrality	Objectivity	Confirmability

Credibility

The truth value or credibility requires that the researcher demonstrates that the data represent the truth about what occurred and that the reader can get a complete picture of what happened during the study. The use of peers or advisors to provide feedback and suggestions as the study progresses is one way to keep researchers from becoming too focused on their own, possibly narrow, approach or point of view. A more complete understanding may result when other people help to guide the study.

Triangulation is another important method that adds credibility to a study. When data from a variety of sources provide similar points of view or give a similar picture of what is actually happening, credibility is increased. This

study achieved triangulation by including interviews with people involved at different levels in programs offered by the IPB. The comparison of data collected by using a survey of school administrators provided further triangulation.

Another important method of maintaining credibility was the implementation of member checks throughout the study. This was done by obtaining the input of respondents during the formulation of questionnaires, data analysis, and after the first draft of the report was completed. Modifications were made at each step, using input from participants in the study.

Transferability

A scientific study done in the rationalistic paradigm has to meet the criterion of external validity or generalizability. The naturalistic term suggested by Guba is "transferability." Since the data collected in a naturalistic study are not a single small part, but rather a complex description of events and interactions, generalizations are not expected to apply completely to different situations outside of the study. The reader may be able to "transfer" the ideas from the study to a new situation, but must be aware that differences will occur where the new situation does not fit the characteristics of the study. Transferability can be increased when the researcher provides details of the setting in which the study takes place. If the researcher is successful in

providing a complete picture of the context and gives the reader a "feeling" for the situation of the study. transferability could be further increased.

Dependability

With the scientific method, a study reproduced by another researcher is expected to yield similar results and therefore would reflect the reliability of the study. Since a naturalistic study cannot be reproduced in as much detail the term "dependability" is used. Dependability can be increased by providing the reader with a detailed description of the steps taken during the study. Using advisors to ensure proper procedures are followed also enhances dependability.

Confirmability

In any study, the bias of the researcher must not cloud the data or their interpretation. Since the researcher in a naturalistic study is directly involved as an observer it is particularly difficult to maintain an unbiased point-of-view. An effective way of maintaining confirmability is the use of member checks throughout the study. The participants in the study can identify areas to the researcher where inaccurate conclusions or assumptions have been made. Modifications can be made to more accurately reflect the input of the participants.

For a naturalistic study to achieve trustworthiness it is important to use frequent member checks, triangulation,

complete and insightful descriptions, and the advice of peers and advisors as the study progresses. The researcher attempted to follow these guidelines throughout the study.

Description of the Design

The study was designed to elicit the opinions of central office administrators, school administrators, and teachers involved in the Cooperative Learning Program offered by the IPB of the Edmonton Public School District by interviewing people in these positions. The use of these sources provided the triangulation necessary to increase the validity of conclusions drawn from the data. These conclusions relate to the questions stated earlier in the study. The researcher also distributed and collected surveys from 36 school administrators involved in the Cooperative Learning Program. Of the 36 administrators, 19 were involved in the pull-out model, and 17 in school-based model.

During the study, results were shared with the consultants in the IPB in the form of generalizations to verify the accuracy of the data and to consider their reactions to the data analysis. The generalizations were not restricted to the people who participated in the interviews, but were distributed to all of the consultants and the supervisor of the IPB. The analysis was modified in accordance with their responses to the generalizations. The generalizations given to the consultants are included in Appendix H.

The following people were interviewed during the study:

1. the supervisor of the IPB;

2. four consultants from the IPB, each with experience in both the pull-out and school-based models;

3. four school administrators, two using the pull-out and two using the school-based model; and

4. eight teachers, four in pull-out and four in school-based programs.

Data Collection.

Interview data were collected by the use of a taperecorder (with permission). The interview schedules used to guide the interviews are included in Appendix E. Surveys were sent to school administrators who had Cooperative Learning Programs in their schools. A copy of the survey is included in Appendix F.

Interview schedules. The interviews were designed to gather the opinions of people from each level of involvement in the Cooperative Learning Program, from both the pull-out and the school-based models. The interviews generally followed the schedules listed in Appendix E, but other lines of discussion also developed as the interviews progressed, helping the researcher to gain a fuller understanding of the programs offered by the IPB.

The survey. Consultants from the IPB provided a list of schools involved in the Cooperative Learning Program. Of

these 22 were using the school-based model and 25 the pull-out model. Surveys were sent to the administrators of each the schools on the list. Of the 22 surveys sent to the schools involved in the school-based model 17 were returned. Of the 25 pull-out schools 19 returned the surveys.

The survey was designed to gather the opinions of the administrators involved in each model regarding the effect of the program in their schools. The survey contained 20 statements concerning the Cooperative Learning Program. The school administrators were asked to choose the degree to which the statements were true of their schools. A scale of 1 to 5 was provided with a choice of 1 indicating that what was included in the statement was a minimal factor or was not true for their schools. Choosing 5 would indicate that what was included in the statement happened to a high degree in their schools. NA was also available for each statement and indicated that what was included in the statement did not apply to the situation in their schools. Although choices 2, 3, and 4 were not labeled on the questionnaire they will be labeled in the following manner in subsequent sections: 2--a slight degree of occurrence; 3--a moderate degree of occurrence; and 4--a substantial degree of occurrence.

Data Analysis

Data analysis began by reading through the transcripts of interviews, identifying units of meaning, coding them and storing them on a computer. "Units of meaning" are ideas or observations that arose from the interview data and which the researcher considered significant to the purpose of the study. These units were categorized by using the interview questions as a guide. As categories developed and evolved, patterns emerged, and the analysis conducted. The analysis was then presented to the supervisor and consultants in the IPB for their reactions and further input. The analysis was modified based on the response from the consultants and supervisor.

The survey data were represented in the form of bar graphs for comparison of the responses of administrators involved in the school-based programs with responses from administrators involved in the pull-out programs. The results of the survey data were then compared with the generalizations made from the interview data.

Summary

This study has some characteristics of the structured, quantitative approach described by Guba (1981) as a scientific or rationalistic approach. However, since the study used interviews and descriptions that relied, to some degree, on the interpretation of the researcher, many of the criteria for naturalistic studies were followed. By following guidelines that lead to credibility, transferability,

dependability and confirmability the researcher made an effort to achieve what Guba refers to as "trustworthiness" in a study.

Interviews were conducted with teachers, school administrators, consultants, and a supervisor involved in the programs offered by the IPB. A survey was sent to school administrators involved in in these programs. The responses from the interviews were analyzed and compared with responses obtained from the surveys. As the study progressed, feedback was elicited from participants in the study regarding the accuracy of the generalizations and conclusions being made by the researcher. This feedback was used to modify the analysis of the data collected.

CHAPTER 4

THE RESULTS

Throughout this section the opinions of the interview respondents are presented and discussed. Many illustrative quotations are included. Quotations labeled as "central office staff member" include those from an IPB supervisor or from the consultants. Some of the quotations have been modified slightly in the interest of clarity but care has been taken to avoid any change in meaning.

General Procedures for the Pull-out Model

The IPB offered a number of professional and staff development programs to personnel from the district. The pull-out model involved teachers from different schools coming to attend in-service sessions at a central location. Participating teachers left their classrooms to attend 8 to 10 half-day in-service sessions during the school year. IPB consultants presented the theoretical basis of the program to groups of about 25 people, gave demonstrations of the theory in practice, and provided opportunities for participants to practice the skills/strategies with their colleagues.

Participants were expected to practice the skills/strategies in their classrooms. Between each in-service session, each participant was coached and participated in a conference with a consultant or colleague.

who had been trained in the skills/strategies and in coaching techniques. Teachers normally completed the Teacher Effectiveness program before enrolling in other programs.

Pairs of teachers from individual schools usually enrolled in a program to provide support for each other while practicing the skills/strategies at the school. One to four individuals was the usual number of participants from a particular school in a given year. After completing the Teacher Effectiveness Program some teachers attended a second year to receive training in coaching, or they returned in subsequent years to participate in other programs such as Cooperative Learning or Learning Styles. About two-thirds of the teachers in the EPSD had participated in one or more of the pull-out programs offered by the IPB.

> central office staff member: A number of schools aim to have most of the teachers involved in a pull-out program over a period of years. They just send one or two people each year, depending on the interest and depending on the priorities of the school. But it can really vary. Some schools might allow a teacher to participate in a pull-out in-service series and that might be the only person there from that school participating for a number of years. It really depends on the interest of the individual teachers at the school and the priorities of the school.

General Procedures for the School-based Model

The school-based model of staff development programs offered by the IPB was designed to provide customized service to particular schools. The school decided, with the help of a consultant, the program to be followed, the role

of the consultant, and the time and methods to be used to undertake a staff development program. The school made an application to the IPB through a supervisor. A consultant was then chosen by the IPB to work with the school.

Since the program was tailored to the needs of the school, a variety of procedures existed to deliver the program. Usually the assigned consultant (or consultant team) presented 6 to 10 in-service sessions to the staff of the school. Some schools held one-and-a-half to two hour in-service sessions after school days shortened for the purpose of professional development, others after regular school days. Some schools used one or both full days that had been set aside for professional development as well as the after-school sessions. On rare occasions, schools applied to an associate superintendent for a third professional development day, or in a few cases to have their two professional days split into four half-days. Most school-based programs involved the whole staff in one staff-development program, while a few others allowed teachers to opt out of the program to participate in some other form of professional development.

Usually the follow-up time for each school was one-half day for each in-service session. Sometimes during the follow-up sessions the consultant coached and had conferences with teachers who had volunteered or had been assigned by the principal. A few schools had "lead teachers" who had been trained in the pull-out program who

did some of the coaching and provided conferences. In some schools the option of being coached and/or participating in conference was left up to the individual teacher. A few schools used a buddy system where a pair of teachers planned, coached and had conferences, shared ideas, and provided support for each other. For this to work, participants needed training on coaching and conferencing skills. Over 20 schools were involved in the school-based model in 1989-90.

Comparing the Development of Collegiality and Collaboration

A comparison was made between the use of the pull-out model and school-based model of staff development with respect to the development of collegiality and collaboration among staff members.

Interview Results

Interview respondents generally indicated that collegiality and collaboration among staff members increased with participation in either model. The collegiality that developed differed in a number of ways. With the pull-out model there was likely to be intense collegiality among the few participating members on a particular staff. Continued collaboration after the pull-out program ended was rare.

> central office staff member: It [collegiality] develops in the pull-out program because participants have a lot of time, and the way it's set up they have much more access to coaching and so spend more time

together. It's kind of--in a sense--a cadillac service because there is a lot of follow-up and a lot of time for them to collaborate.

central office staff member: If we're talking about collegiality within a staff, you don't get any in a pull-out program unless there is more than one person from that particular school in the same program.

central office staff member: Collegiality develops in the pull-out model between members of the group and you get very good discussion about teaching. With the use of base groups this year there tends to be a really good bonding. question: Would that continue after completion of the program? reply: No. They would lose contact. I cannot see them going out of their way to keep that contact going.

central office staff member: [Collegiality would develop] if indeed more than one teacher attended the pull-out. My guess is that the intensity of collegiality declined after program completion--more so than after an effective school-based program.

teacher (pull-out): It just seemed that you had this person there to fall back on and there were times, particularly, not so much in the Effective Teaching program or Classroom Management program, but in the Cooperative Learning program, where I didn't hesitate for a minute to run to _____ and say "hey _____, this is what's happening, what do I do now?"

teacher (pull-out): I think its [collaboration] more between the partners, mainly because so few people have been exposed to it. question: Do you think that the collegiality is long-lasting? reply: No. I think that much of it is just in effect while you are formally involved in the program, and then after that, no.

A number of respondents mentioned that because of the support that teachers could give to each other it was desirable to have more than one teacher in a program from participating schools. Pairing was mentioned as being

particularly desirable.

> school administrator: There are advantages to having more than one person involved. I prefer two rather than three. I think one of the main advantages of having two is that those two teachers build up a bond and they build up a rapport and a relationship.

> school administrator: I would go with two or four so that people could work in pairs. I think that it is not only better organizationally but I think individual teachers are going to get more out of it because they will build a relationship with another person rather than continually changing partners.

There were exceptions to these generalizations. One respondent indicated that collaboration continued beyond the completion of the program. Another reported that a department head participating in a pull-out program had involved the teachers in the department in using the skills/strategies in which he had been trained. One participant from a school with a large number of teachers in the pull-out program reported that very little collegiality developed within the group.

> teacher(pull-out): That [development of collegiality] hasn't really happened the way I would like to see it happen. It just doesn't happen here. I don't know why. In the pull-out program you go with 5 people for half a morning once a month. You don't even sit with them at their table when you're there. We drive separately, come back, and we don't talk about what we're doing, because everybody has totally different schedules here.

Another characteristic of the pull-out model that was usually absent from the school-based model was the chance for teachers to collaborate with people from other schools and other grade levels. Even though this contact was

usually discontinued after completion of the program it was seen as a valuable experience.

> central office staff member: In the pull-out program I'd say you'd get a much higher level of collegiality. There is more time and opportunity for people to work together, but that collegiality is mostly with people from outside of their school so there might be no way of following through with that collegiality after the experience is over.

> central office staff member: In the pull-out program I can work with people that I don't normally see and I can benefit from their knowledge and gain a greater appreciation for the district.

Collegiality and collaboration for the school-based model was generally reported to include a greater number of people on staff and to be more long-lasting than with the pull-out model.

> central office staff member: School-based activities are much more staff-development orientated. It's tied more to the needs of the school. There is more of the team element, togetherness, a common focus, things that we value as an institution. It contributes to the cohesiveness of the staff, contributes to the awareness, internally, of the kind of strengths and talents and helps to build a context in which those things can be shared more easily.

> central office staff member: I think the strength of the school-based program is that you have the whole staff participating or a large number of the staff participating, and so any collegiality which you get you get at the school site, and there is continuation afterwards.

> central office staff member: The school-based program certainly would [develop collegiality within the staff]. When it works it really brings staffs together and what you start to see is pockets of teachers starting to work together. The excited ones find each other and really get going on it. I think what's

important is that it does have a greater impact on student learning because they start to develop material between themselves, taking ownership for that material and developing material that is best suited for the level of student they're dealing with.

school administrator: The one advantage of having it in the school is that teachers have more people to share their ideas with because they know they're doing it together. If you are in a pull-out program you can talk with one person. With in-school programs you can talk to 10 or 15 different people.

teacher (school-based): When you get together it makes you feel more like a team. ____ [name of consultant] has done a lot of interesting exercises. She's done a lot of things that have made me interact with people I don't normally interact with. Usually elementary and junior high stay together in their separate groups. She has people mix. You sit at a table and she has an activity where you are all mixed. That has been good because as a newcomer it introduced me and made me feel more comfortable with other members of the staff. Often we have to discuss just a little example of something that happened in our classroom and so it helps me to keep up with where people are at. If someone is really down I can find out about it. It's very difficult with a staff of __ [number] to sense where people are at sometimes. So that part is nice. I like that.

teacher (school-based): There is collegiality between myself and the teachers, between myself and the consultants, and also it's something I shared with the parents. It definitely is a good thing from my point-of-view. It's good to be in a setting with teachers, even if it is after school. Everyone is tired but it's a light-hearted thing to a certain extent. It's set up so that you go in and there is a red tablecloth set up with red candles and candycanes at Christmas time and things like that. It's nice--a nice break. Also, working in a cooperative learning situation you get to know your peers much better, just as the kids do in a classroom. You have to perform with them, and for them, and be part of a group. You get to know different people each time and you get to know them better.

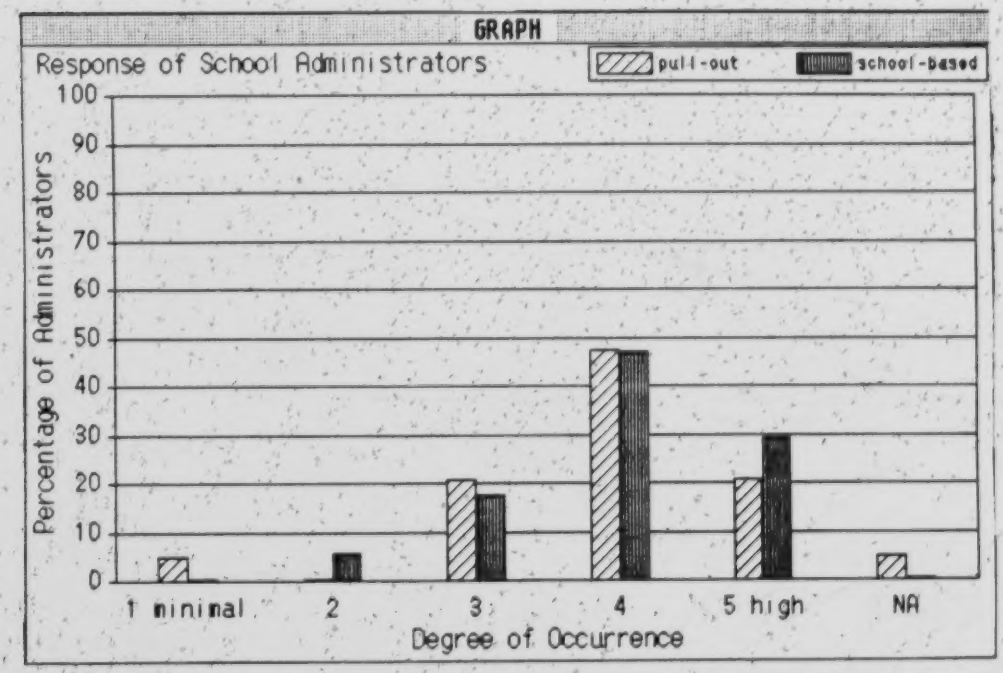
Survey Results

The results of the survey of school administrators (Appendix F) who have staff members involved in a cooperative learning staff development program are represented below using bar graphs. The results are displayed as a percentage of administrators responding on a scale from 1 to 5, with the option to respond with NA. Choosing 1 would indicate that the administrator considered that the statement in question, was not true of, or was a minimal factor in their school. Choosing 5 would indicate that the administrator considered that what was included in the statement was happening to a high degree in their school. Choosing NA indicates that the administrator thought that what was included in the statement did not apply to their school. Choices 2, 3, and 4 were not labeled on the survey but are referred to using the following terms: 2--a slight degree of occurrence; 3--a moderate degree of occurrence; and 4--a substantial degree of occurrence.

The statements from the survey that apply to the graphs are included above each graph. The following graphs represent statements from the survey that were intended to reflect the amount of collegiality and collaboration that occurred in schools with the use of the pull-out and school-based model of staff development. The school-based results represent responses from 17 school administrators whose staff members were involved in a school-based model of the

Cooperative Learning program. The pull-out results represent responses from 19 school administrators who had staff members involved in a pull-out model of the Cooperative Learning program.

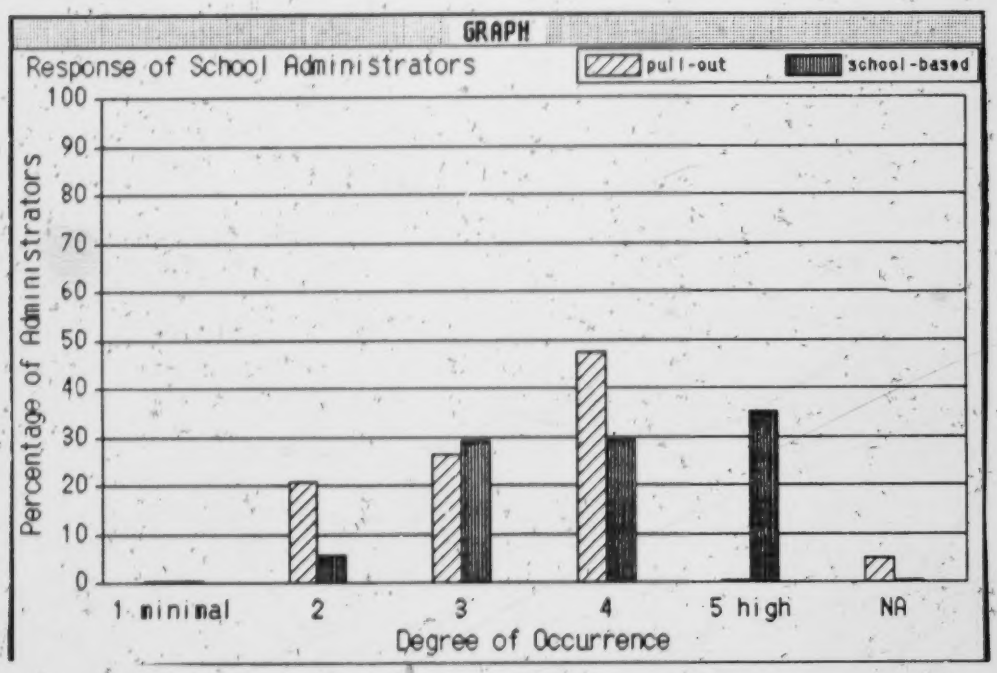
Graph 1 - Survey statement #1: "After participation in the program there has been an increase in collegiality among participating teachers."



The information represented in the graph indicates a very similar response from administrators involved in both the pull-out and school-based models. Most of the administrators indicated that collegiality increased from a medium to large extent in their schools after participation

in staff development programs. This is consistent with the interview data which indicated that these programs were likely to enhance collegiality among staff members.

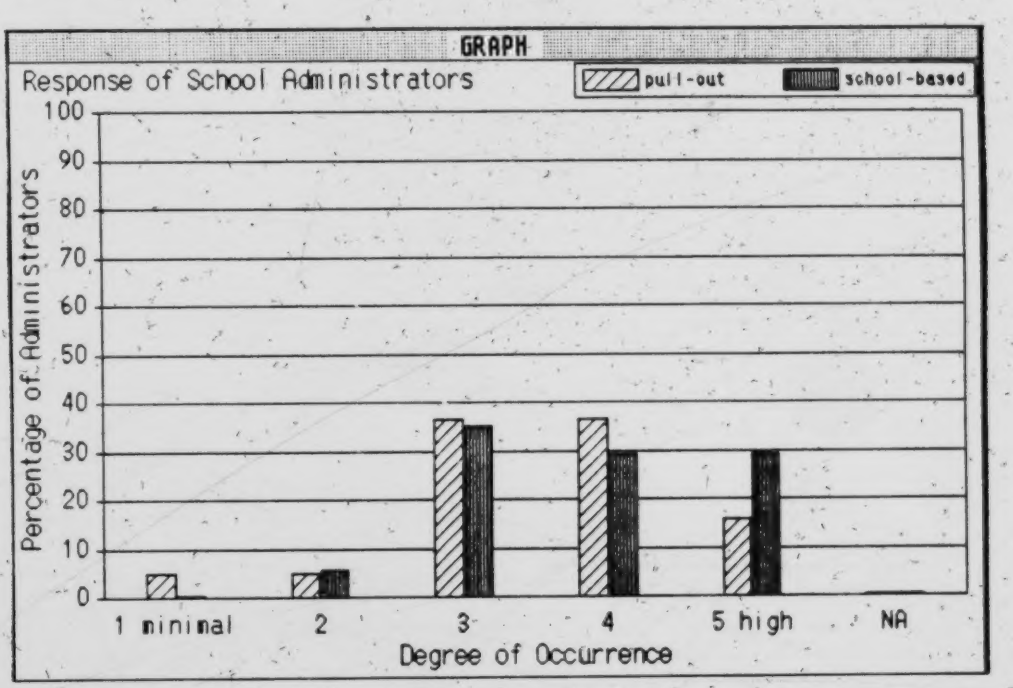
Graph 2 Survey Statement #6: "The program has cultivated a collaborative strategy among members of the teaching staff."



Over 35% of the in-school administrators chose (5), indicating that they considered the program to have cultivated a high degree of collaboration among the teaching staff. Comparing this with the pull-out administrators,

where none chose (5), showed a consistency with the interview data where many respondents considered the school-based programs more conducive to collaboration among teachers.

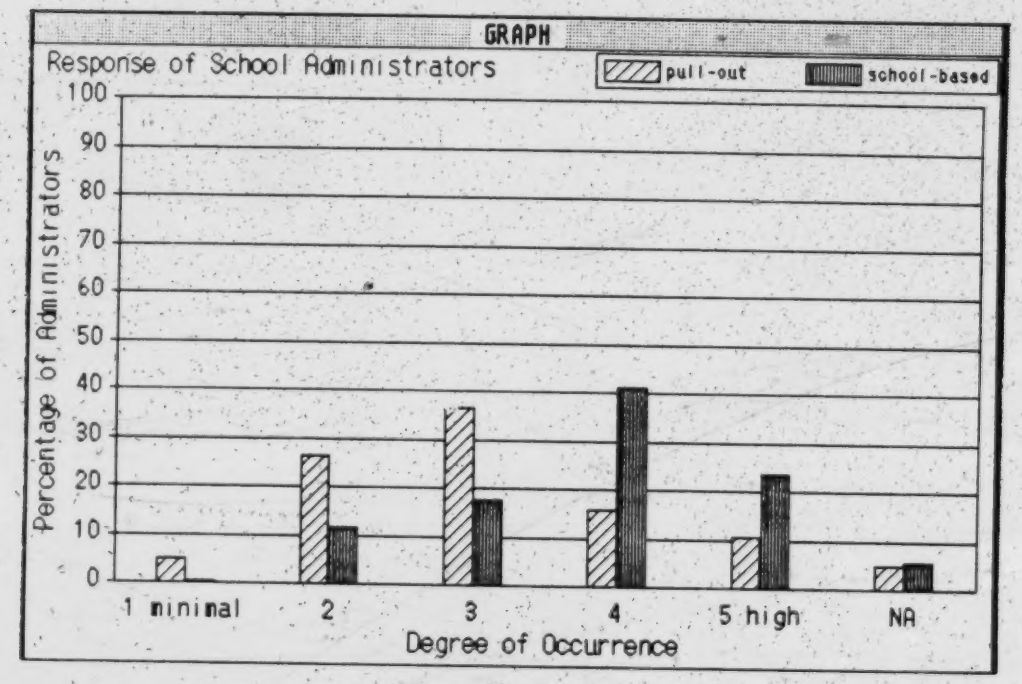
Graph 3 Statement #7: "The program has cultivated a collaborative strategy between the administrative team and the teaching staff."



The majority of administrators involved in both models indicated a moderate (3) to a high degree (5) of collaboration between the administration and staff members. Again, there was consistency with the interview data, where collaboration

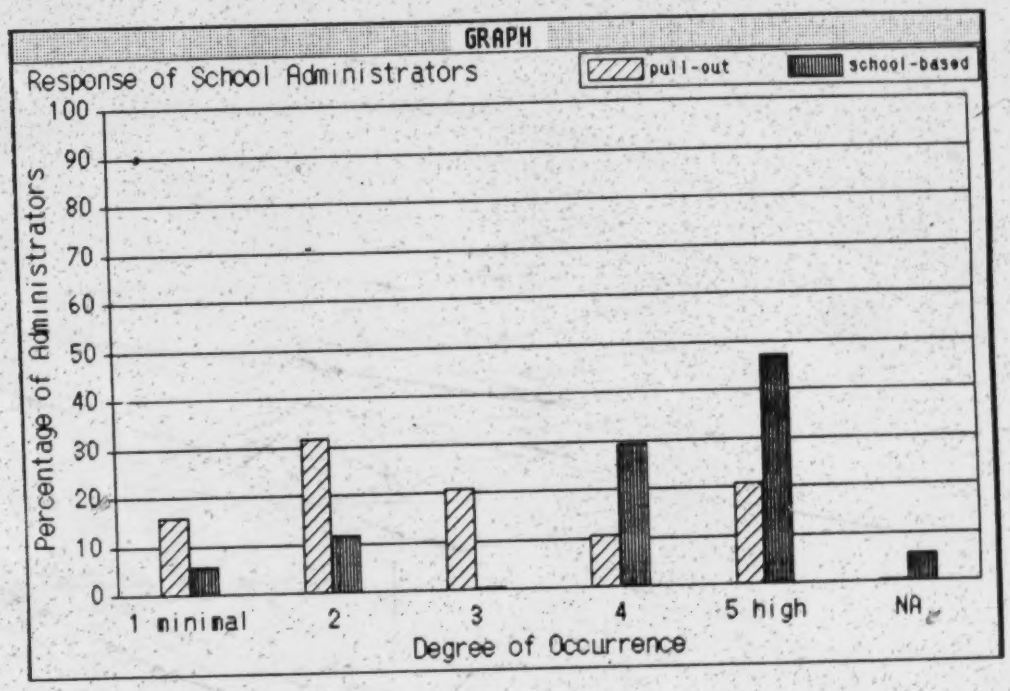
in the school-based model was rated higher than in the pull-out model.

Graph 4 Survey Statement #17: "Teachers involved in the program collaborate on a regular basis with more than two or three colleagues."



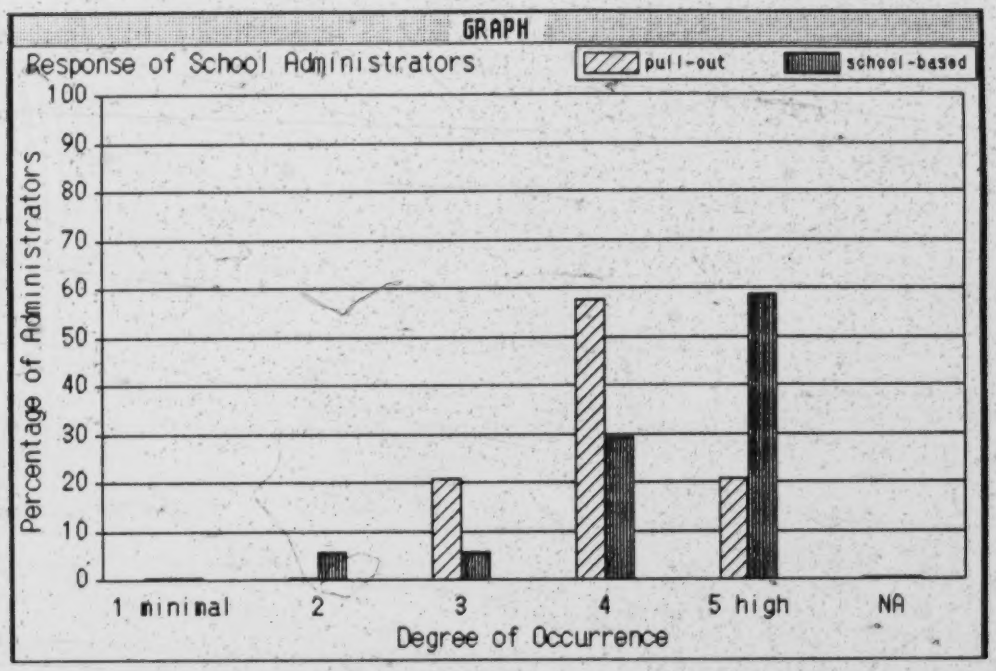
This information represented in this graph indicated that school administrators perceived that collaboration with many people was more likely with the school-based model than with the pull-out model. The interview data reflected the same trend.

Graph 5 Survey Statement #12: "Decisions concerning the implementation of the program are made by the teachers as a group."



Over 45% of school-based administrators chose (5) and 29% chose (4) indicating that school administrators perceived that teachers, as group, tended to make the decisions concerning the program in schools involved in the school-based model. This comparison supports the idea that a collaborative approach usually existed in both programs, but was probably practiced to a greater degree in the school-based model.

Graph 6 Survey Statement #15: "The overall effect on the school climate has been positive."



The large majority of administrators from both models indicated that the staff development program had a positive impact on school climate. Almost 60% of school-based administrators chose (5), indicating that they perceived the impact of the program on the school climate to be very positive. This is consistent with the greater number of teachers involved and the greater amount of collaboration within the schools using this model.

Comparing the Role of the Administrator

The role of the school administrator for each of the models of staff development is compared in both the interview and survey data.

Interview Results

The interview data revealed that the school administrators' support and encouragement was important in both the school-based and pull-out models of staff development. The school-based model was described as a continually changing situation which required constant monitoring by administrators as well as more commitment and involvement from them.

> central office staff member: I think the involvement of a school administrator is crucial and it's really crucial to the school-based program. If the administrator of the school is not 100% behind a school-based program and it does not have the support of the school staff in putting the program in place then, in my mind, the program will not be very successful.

> central office staff member: In the pull-out type of situation it's really valuable to have the support of the administrator in terms of establishing times to do observation and conferences and providing time for the consultant to work with the teacher. In that case it's more of a time management function, a management of the scheduling to allow the consultant to come in and observe the teachers. In a school-based program the role of the administrator is much greater, and I believe he or she has to have a real understanding of the strategies themselves, has to support them, and has to have a good portion of the staff that are also supporting what's happening in the school.

> central office staff member: In the two schools [school-based] I work with, I have met them [principals] on several occasions. They're always

checking the direction of the program--they're always giving me feedback and they're always attending the program and expressing their concerns to me, so a much greater involvement of the school administration is necessary [in the school-based program].

In the pull-out model, the principal's role was described as ranging from just giving approval to teachers requesting involvement in the program and providing budget money, to principals who actively encouraged teachers to become involved. Some principals reported that they participated in the program and in the coaching of teachers but this was usually not the case.

central office staff: In a pull-out program the principal is usually not very involved. Again, it's a matter of professional judgment [by the teacher] to make a decision for what's best for them in terms of professional growth. A paper usually comes to the principal and they sign it and sometimes they become more involved, but they don't have to become involved, whereas in the school-based program they are often very committed to it.

central office staff member: In the pull-out program the principal's role is whatever he chooses it to be. You will find principals who take on the role of supporter. They are going to make this an on-going staff development program that is going to be meaningful and is going to last. There are other principals who will just leave it up to the teacher and, in other words, if you want to go--okay then go and enjoy it. And it can be no more support or no bigger role than that. So again, it depends totally on the individual.

central office staff member: Involvement in a pull-out program is usually an individual decision. You [teacher] go to your administrator, you ask permission and see if there is money. They see that it is a high priority for you, and they say, "okay go." What I decide is totally independent of what is decided by the staff.

school administrator (pull-out): I ask the people who are interested to come and let me know and then we sit down and discuss it and make a decision on how we are going to do it and how we'll be involved. I feel that since it is professional development, I want the initiative to come from the teacher. If the teacher wants to do it then the teacher is going to get more out of it. If I go around twisting arms, teachers are going to resent it. I don't think they're going to get much out of it if they're going to it just because they were told by their principal that they have to do it or should do it.

school administrator (pull-out): I was thinking of being involved in some of the observation and conferencing, and after talking to _____ [consultant] I came to the decision that since I was a first-year principal in this school, people didn't know me and it would be better to have peer-conferencing rather than for me to be involved in it. I think it was a wise decision the first year and I've just stayed out of it in subsequent years and I think it's worked out very well.

While involvement in the pull-out model was seen as an individual commitment on the part of a teacher, most of the respondents indicated that for a school-based program to work commitment from the staff as a group was essential. In order for this commitment to develop, the opinion was expressed that the staff should take ownership for the program and be involved to a high degree in its planning and implementation. There was also a need identified to educate principals in how to determine the staff members' wishes and involve them in the decision-making process.

central office staff: To be successful it's crucial that the teachers buy into the program [school-based] itself. If it's imposed upon them, the likelihood of success in teaching, and in changing the teachers' use of the strategy is almost nil.

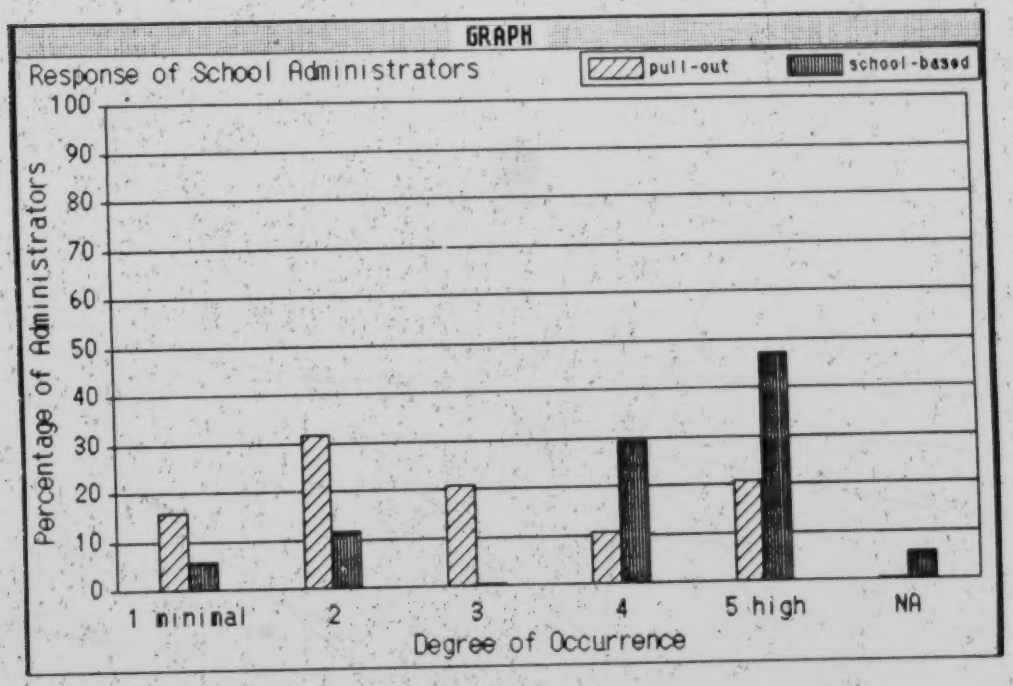
central office staff member: I think that identifies a major problem. The school-based program works very well when it's a well-organized program. And that means it must have the involvement of the teachers right in the decision-making process. In the school where it is not working very successfully, I question how involved the staff was in taking ownership of the program. If the staff isn't committed to it; if the majority of the staff don't want it, it doesn't work. And I think administrators have to be better trained and implement better procedures to find out what the staff actually do want and then give the time. I think administrators sometimes make arbitrary decisions for what the staff needs or wants, or often has hidden agendas for why they might want a consultant to come out and work with the staff. In those cases they are far less successful.

central office staff member: We're finding that school-based programs that have ownership by the teachers--the teachers came up with the idea, this is what we want, this will meet our needs, this is how we want it, and they sit down and plan it as well with the administrator--it's far more successful than just the administrator saying this is what we're going to do.

Survey Results

The graphs in the previous section indicated that more collaboration among colleagues in the school-based model than in the pull-out model. The information in the graphs in this section support the opinion that the staffs involved in school-based programs tend to be more involved in the decision-making process for staff development in their schools.

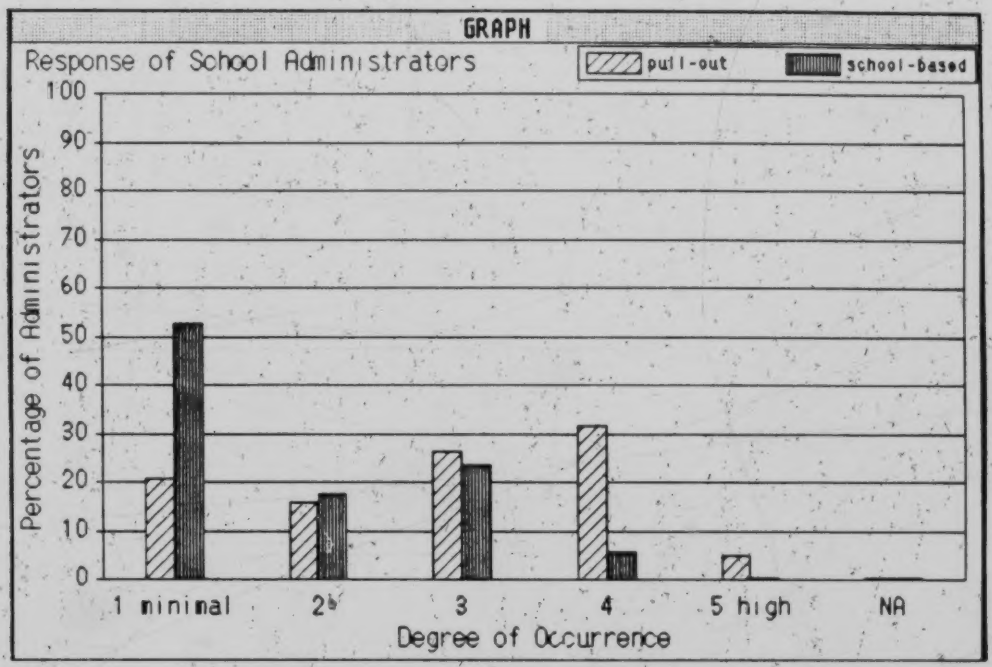
Graph 7 Survey Statement #12: "Decisions concerning the implementation of the program are made by the teachers as a group."



The interview respondents indicated that the staff involved in the school-based model should take ownership of the program and be actively involved in the decision-making process. The above graph, representing the views of the school administrators involved, indicates that school-based programs involved a high degree of decision-making input from the participating teachers. Over 75% of the school-based administrators indicated that a substantial (4) or high degree (5) of decision-making for the implementation of

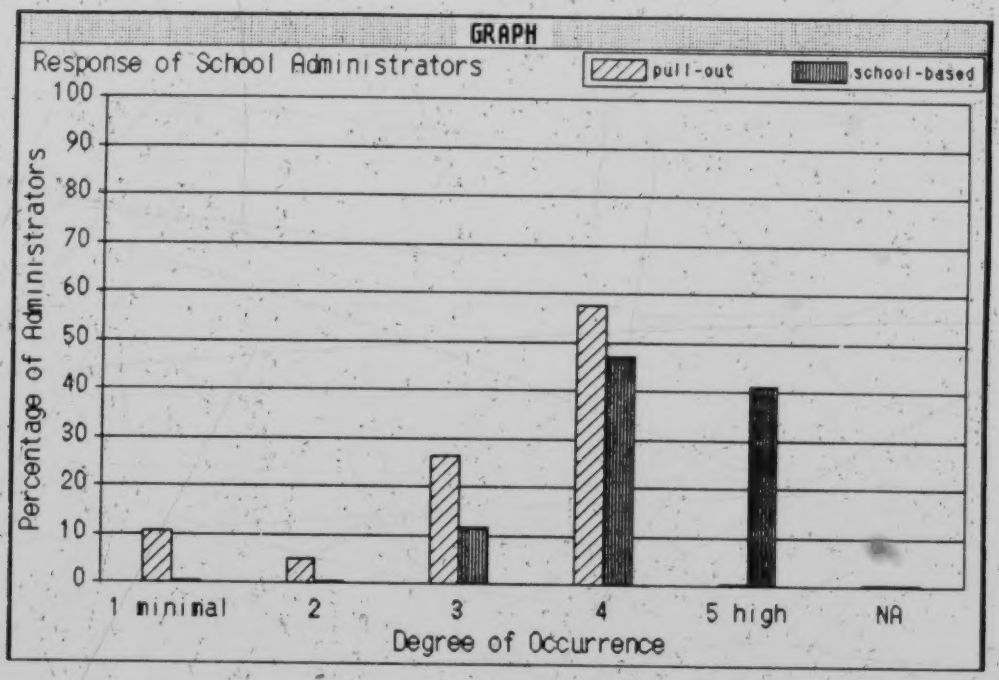
the program rested with the teachers as a group. Just over 30% of the pull-out principals made choice (4) or (5) with 47% choosing (1) or (2). This indicates that, for most of these schools, the school administrators felt that little to moderate decision-making responsibility rested with the teachers as a group.

Graph 8 Survey Statement #13: "School administrators make most of the decisions about the implementation of the program."



The information represented in the graph is consistent with the interview data and with the information presented in graph 7. This supported the opinion that administrators involved with school-based programs tended to take less of the decision-making role for staff development than did administrators involved with pull-out programs.

Graph 9 Survey Statement #14: "School administrators participate in learning strategies or coaching."



The indication here is that the collaboration and teamwork generated in the school-based model may be reflected in the number of principals who became actively involved in the content and activities of the staff development program. Over 85% of the administrators with the school-based model indicated that they participated in the learning strategies or coaching to a substantial (4) or large (5) extent in their schools.

Comparing the Ability of Teachers to Transfer Skills/Strategies to the Classroom

The interview data and the survey data are consistent in the comparison of the pull-out with the school-based model regarding the ability of the teacher to transfer the skill/strategy to the classroom.

Interview Results

Some respondents indicated that a very important variable affecting the transfer of skills/strategies was the amount and quality of coaching received by the participants. Most felt that the transfer occurred more readily with the intense and expert coaching received in the pull-out program. Longer in-service sessions were also listed as an advantage of the pull-out program.

> central office staff member: I think that the pull-out program would offer more opportunities for transfer because each consultant would be going into the classroom afterwards to assist in the transfer of the skill. But that is not necessarily the case in the school-based program. In some of the school-based programs there is, for example, no coach involved--that's what the school has decided. They just want a series of in-service sessions. That leads me to believe that there is less monitoring. There is less opportunity for transfer because we know that coaching increases the life of a transfer. It jumps from about 10% to 90% when coaching is in place. So sometimes coaching is not in place in the school-based program, or there will be a hybrid of coaching in place which isn't necessarily as effective, in my mind, as the type of coaching that would occur in the pull-out program.

> central office staff member: The in-service sessions in a school-based program are just an hour-and-a-half in duration, whereas in a pull-out program the in-service sessions would usually be a full morning. In that case the pull-out program is greater in terms of

the time of the consultant. In terms of the coaching, it all depends on the amount of coaching that is in place. In most instances the pull-out program would involve more consultant coaching time because if there were 25 participants, that consultant would visit every participant between each in-service session, whereas in a school-based program you might only have the opportunity to visit one or two or three teachers in the school. So again, the coaching is more comprehensive, as we have it presently structured in the pull-out program.

central office staff member: So if the school-based program has enough support, it may be just as good for the transfer of skills, but that hasn't been the case. There have been very few school-based programs where there has been enough coaching to follow up after each inservice.

central office staff member: Because [in the pull-out program] participants get one-on-one coaching. Everybody gets coached after every in-service session by the consultant. With the school-based program, the consultants are only there for a certain amount of time so they can only see a certain number of people. Usually, in most schools they have lead teachers or administrators who are also supposed to do some observation, take part in some conferences, and do some coaching. But I find that teachers are very busy people and it sometimes doesn't get done.

central office staff member: In the pull-out model dealing with a concept like cooperative learning, there are half-days during instructional time, with consultant observing and coaching in the classroom. To be able to accomplish the same thing in a site-based program, using after schools for an hour-and-a-half of good teaching time, with a limited amount of consultant follow-up, it might take you three years to accomplish the same thing.

teacher (pull-out): The programs where you're pulled out you go through all of the process yourself. You become the student. That way you learn it rather than just reading the theory and not understanding it. When you have to do it yourself you learn it much better.

Pull-out programs tended to have uniform characteristics with groups of volunteer teachers being trained and coached in a prescribed manner. The wide variety of approaches that existed within the school-based programs was assiciated with substantial variation in perceptions of how successfully a particular skill was transferred to the classroom.

> central office staff member: So much affects the success of the school-based programs--teacher expertise, willingness to participate, follow-up preferences, degree of ownership the teacher feels for the program, modeling provided by the administration etc.

Several respondents indicated that the school-based approach tended to result in a larger degree of transfer. Some factors were consistently identified that might enhance the transfer of skill/strategies in the school-based model. The support and collaboration with a large number of colleagues was mentioned as an important factor. Another characteristic of school-based programs that was thought to lead to better transfer was that the program was tailored to the needs of the school. The skills/strategies being learned may have been more integrated to the school's curriculum, making them more easily transferred into the classroom.

> central office staff member: In a school-based program that works, where they're getting a tremendous amount of support from colleagues, and colleagues are giving them constant feedback, and they're developing material and taking leadership from that material and catering that material to their students, the transfer is much

greater. In the pull-out program, often teachers work much more alone and don't have that support. They participate in many more conferences with the consultant but I think they also need the support of peers teaching the same subject and experiencing the same difficulties as they are in the classroom.

central office staff member: At the in-school program that I have this year at _____ [a school] they're doing their best to make sure that everyone gets coached after each round. That hasn't happened before in any of the school-based programs that I've been involved with. So they are involving myself and two of the teachers on staff who are experienced in cooperative learning in coaching, so that the three of us are coaching the entire staff. Maybe that one will actually have more transfer because they talk about things in the staff-room together. They have a common language because they are learning together as a group and are all being coached. So if the school-based program has enough support, it may be just as good for transfer, but that hasn't been the case.

school administrator: The one advantage of having it in the school is that participants have more people to share their ideas with because they know they're doing it together. If you're in a pull-out you can talk with one person. With the in-school you can talk to 10 or 15 different people.

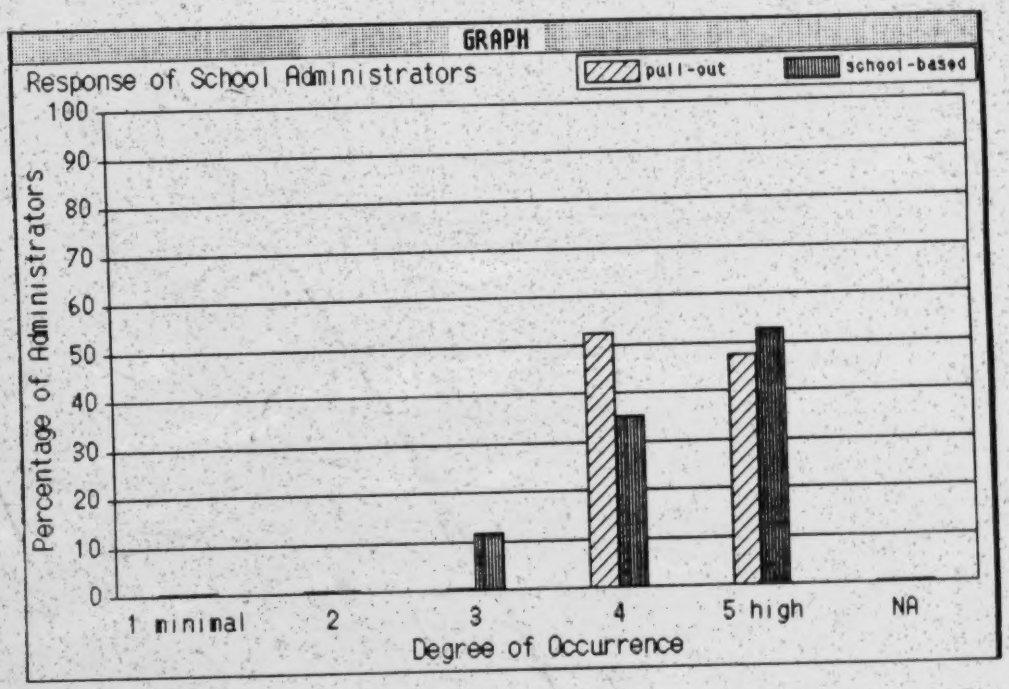
It was also mentioned that some factors that may have been somewhat lacking in the past were being developed to a greater degree, so that transfer of skills/strategies in school-based model will continue to improve.

central office staff member: As we get more experience in personalizing school-based programs and tying them directly to school priorities we effect implementation positively.

central office staff member: I think we are just beginning to be able to help schools develop programs on-site that are realistic and success-oriented.

Survey Results

Graph 10 Survey Statement #4: "Teachers who have participated in the program are able to transfer the new strategies to the classroom."



School administrators from both models indicated that a high degree of transfer of skills/strategies occurred in their schools. In the pull-out program all of the administrators chose (4), a substantial degree of transfer or (5), a high degree of transfer. In the school-based model, 10% of the administrators indicated a moderate (3) degree of transfer and 90% chose (4) or (5). These results were generally consistent with the interview data.

Comparing the Longevity of Use of Skills/Strategies

An attempt was made to determine which model of staff development was more likely to result in continued, regular use of new skills or strategies.

Interview Results

Some consultants considered that the key factor for continued regular use of a skill/strategy is the degree to which the skill or strategy is mastered. This mastery was considered to be more likely to happen in the pull-out program because of the intensity and quality of coaching.

> central office staff member: I think that once the skill is in the repertoire of the teacher that either type of program, the school-based or the pull-out, could have the same length of effect on the teacher. The key factor is which type of program is going to allow the initial skill or strategy to be in place. The key thing is who is going to invest the time to skin their knees, and try and repeat and try until they have it in place.

> central office staff member: There is some research, such as that done by Bruce Joyce and Beverly Showers, that indicates that it takes about 20 trials, in some instances, to get the strategies to the point where you have executive control over them, where you can use them in a flexible manner and understand how to use them. So either program could be equally effective. It's whichever one allows the teacher to have those opportunities with the coaching in place.

> teacher (pull-out): The other teacher and myself that were involved with it [the pull-out program] are continuing to use it, and as a matter-of-fact we're probably enjoying it more because we found that at the time of the pull-out program we were always preparing a lesson for an observation. Now we use the strategies when we see that they fit whatever it is we're doing.

Some respondents indicated that in a school-based program "that really works" collegial support may enhance the frequency and longevity of use the skill/strategy.

central office staff member: Collective excitement at a school level leads to greater risk-taking, greater resource sharing, more inter-classroom visits, more problem sharing and problem solving. This atmosphere invites continuous use and monitoring of the skill.

central office staff member: I think that if you do have the support of the school, where the school culture supports innovation and the use of this skill or strategy, and you have other colleagues who are using it at the school site, that that it is very reinforcing. But again, I'd go back and say that teachers must have the skill in place and have executive control of the skill.

central office staff member: In terms of impact on the overall school, just the use of it by one teacher wouldn't be as great as if other teachers in the culture of the school support what they are doing.

central office staff member: I came into this interview a great believer in the pull-out program because that's what I like, but the more you ask questions in terms of transfer and longevity--I've gone through pull-out programs and the only time long-term transfer was in place is cases in which I had support from my peers within the school and was working together with them in implementing the different strategies. In a pull-out program I might use the strategy when the consultant comes out. I might continue it for awhile but it will die unless I have continual support from my colleague. School-based programs that work offer that, because you design programs for the students with other colleagues, and you take ownership for that. By taking ownership you will probably continue to use it for a long period of time.

central office staff member: You're going to use it [skill/strategy] a lot more often if you have support. If you can get teachers working together with teachers within their own school, they're going to use the

strategies a lot more. So again when an in-school works, it really works well.

Although there seemed to be general agreement that the school-based model could support continued regular use of a skill/strategy if it "worked well," a number of respondents indicated that only a few schools were successful in providing the necessary collegial interaction. The difficulty of getting teachers together on a regular basis to discuss and implement the strategies/skills was listed as a common limiting factor in developing collegial support. In some schools being observed and participating in conferences on a skill/strategy was optional so some teachers only attended the in-service sessions and received no coaching.

central office staff member: If one has a very strong staff with just the right mixture of learning styles and teaching styles then the in-school or the school-based program is wonderful. In one school that I work with, in a school-based program, there is an older staff, with many resistant people and a staff that maybe needs some change. There are some personality problems on that staff and that makes it very difficult, as a consultant to work with them on a school-based program. If I were a principal and was having difficulty with my staff because of personalities, or because of certain tensions on staff, then the pull-out model would be the answer.

central office staff member: If you can get teachers working together in a school-based program, and I think if you're using small groups with a lead teacher that are meeting on a regular basis, planning together and talking about--well this really worked, this was a success and this didn't work, what can I do differently--I think you'll get a far greater longevity, but it's really left up to the individual school. The consultant isn't there to make sure it happens. question: Does that happen very often?

reply: No. Teachers are just too busy and they see it as important but there are all these other demands that have to be met so it gets pushed to the bottom of the pile.

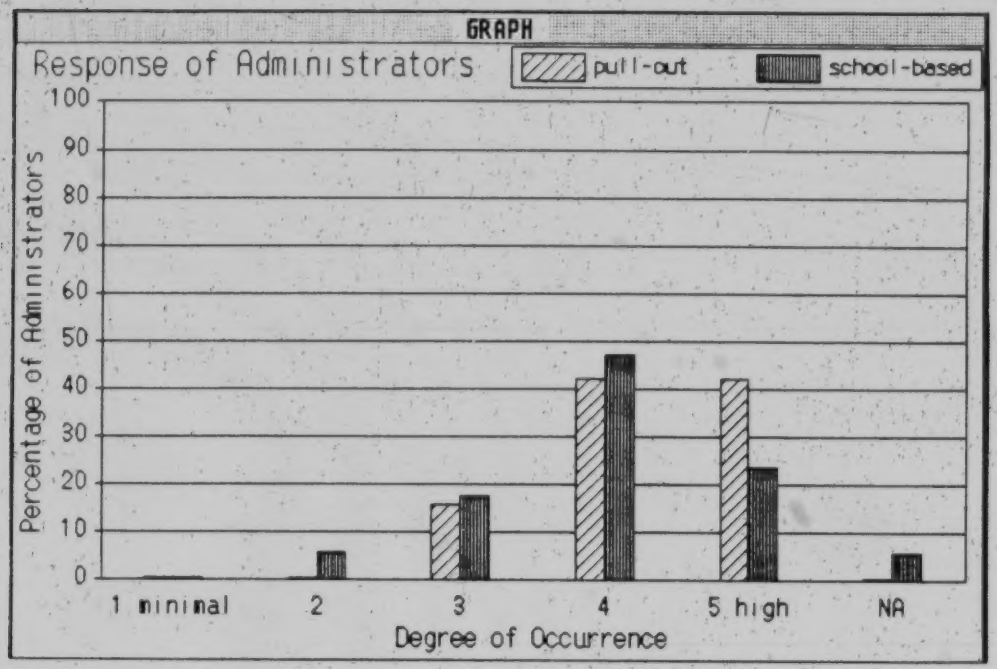
teacher (school-based): Professional development is great but I know some people resent having to go to cooperative learning when they don't have time to plan their lessons.

teacher (school-based): So here I am, in a sense required but not required to participate in the program, but the only thing that is open to me is to take cooperative learning when I would rather be tackling some of the other major problems first.

teacher (school-based): I think I would just give the teachers more time to get organized. I think a lot of these things that they want us to do we would do if we had the time.

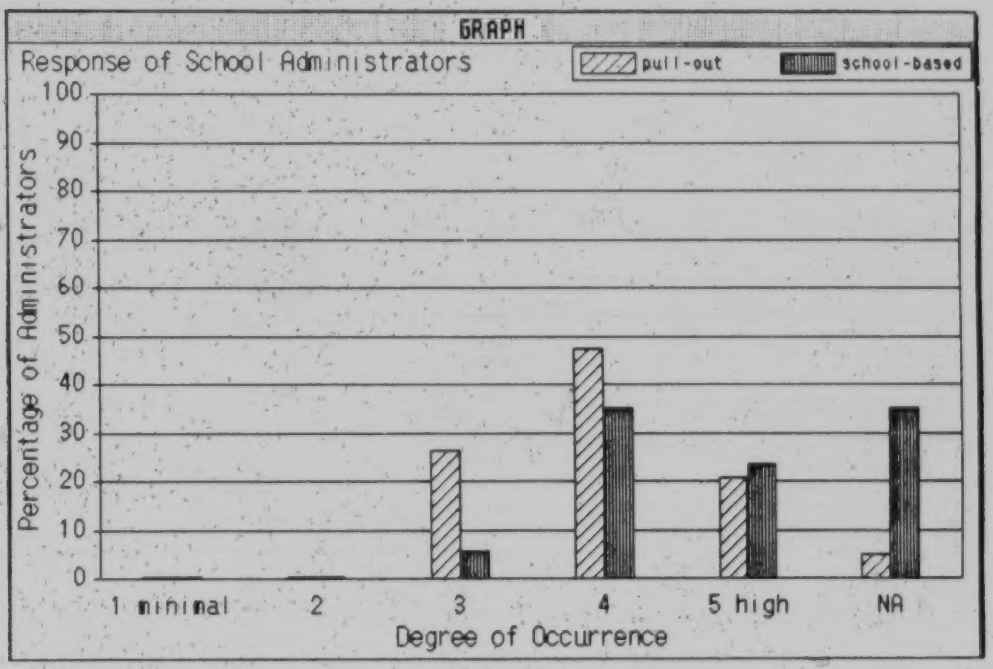
Survey Results

Graph 11 Survey Statement #5: "Teachers who have participated in the program use the new strategies regularly in their classrooms."



The information represented in this graph indicates that most administrators surveyed from both models believed that the strategies/skills being learned were being used regularly in the classroom. The pull-out program scored slightly higher, with 24% of the administrators from school-based programs choosing (5), compared to the pull-out program where over 40% of the administrators chose (5).

Graph 12 Survey Statement #11: "Teachers who learned a strategy a number of years ago continue to use that strategy regularly."



Over 35% of the school-based administrators chose (NA), indicating that many of the schools had participated in the program for less than a year. Over 25% of the pull-out administrators reported only a moderate (3) continued use of the skill/strategies in their schools.

Comparing the Financial Implications

The two models differed in their use of the consultant services, the number of teachers they involved, the provision of in-service sessions, and in coaching and conferencing strategies. This meant that the financial considerations for individual schools and for the district were different for each model.

Interview Results

Consultants were paid by the district so schools using consultant time did not spend money from their budgets. Most schools with teachers involved in the pull-out model used substitute teachers to cover classes when the participating teachers went to the centre for training. This cost the school about $55.00/half-day/participating teacher. This, multiplied by the usual 8 to 10 sessions it takes to complete one program, would cost a pull-out school about $500.00 to provide in-service sessions for one teacher. This expense was not incurred by schools with school-based programs, where consultants came to the school and the the staff attended the in-service sessions after school. The cost to the district for the in-service sessions was less for each school-based teacher trained, because in-service sessions ran for only an hour-and-a-half, compared to a half-day for the pull-out inservice sessions.

The expense of providing coaching and conferences varied from school-to-school. Some schools provided substitute teachers, while a few others relied on internal

coverage to cover teachers' classes while they were attending conferences. More conferences were held for each participant in the pull-out program where each participant was coached and participated in a conference after each in-service session. With the school-based model, the number of conferences and therefore the amount of coverage required varied from school-to-school. The cost to the school for coaching and conferences was usually higher for each participant in the pull-out model than it was for the school-based model. The cost to the district for consultant time was also more for the pull-out program where each participant was coached and participated in conferences compared to the school-based model where the consultant was normally able to participate in conferences with only two or three teachers after each in-service session.

A cost that was incurred by the school-based model that did not usually apply to the pull-out model was the provision of coordinator time to a designated teacher to coordinate the staff-development program. Many schools involved in the school-based model provided this time and the cost varied from school-to-school.

> central office staff member: It is more costly for the pull-out program in terms of consultant time and in terms of release time at the school site.

> central office staff member: I think it is more cost efficient to go school-based than to go with the pull-out programs.

central office staff member: It would cost more for the school to participate in the pull-out model because the way things work right now those schools are getting the sub time. In a school-based program quite often there isn't sub time involved. It's an add-on.

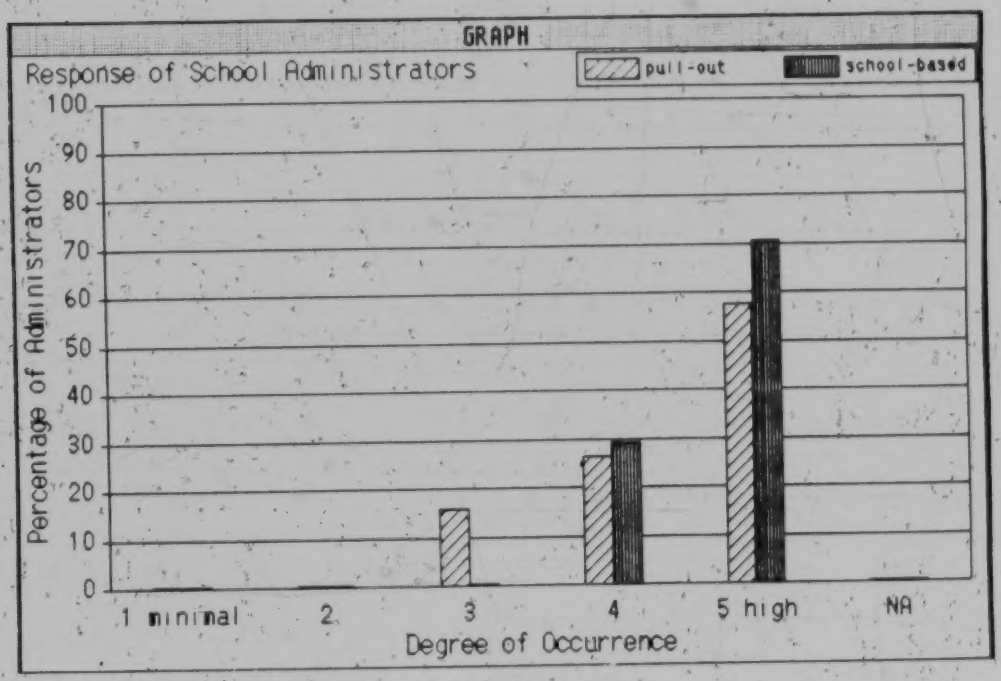
central office staff member: The cost depends on whether the schools are bringing in substitute teachers for coaching. If they're bringing in substitute teachers for the coaching it's going to be fairly costly, especially if there are 20 or more people involved. I worked with _____[name of a school] last year and I think they figured out about $3000.00. But then they involved 20 people instead of one or two. So per person it would be less expensive for the school-based model. The impression that I have is that the pull-out model is much more expensive because of the half-days they take and the fact that the consultant goes out for each teacher. A lot is being paid for consultant time.

school administrator (school-based): The expense is mostly for supply teachers and we're looking at our dollars per day per staff not for each staff member because that will service three or four people in a day so I don't know what it is going to cost--a thousand to fifteen hundred dollars for the year--if that. I just don't know how much they will access in the pool of funding. But certainly that amount of money is there for the staff to use.

school administrator (pull-out): The only cost is the supply teacher cost. And we pay $55.00 per half-day for a supply teacher for each person. It costs us about $500.00 to put a teacher through a program.

Survey Results

Graph 13 Survey Statement #8: "The benefits of the program are worth the cost."



The information provided in this graph indicates that administrators from both models felt that the programs were worth the cost involved. All of the administrators with the school-based programs indicated a substantial (4) or great (5) benefit for the cost, while 15% of the pull-out administrators indicated only a moderate (3) benefit for the cost of the program.

Comparing the Amount of Time Donated by Teachers

This section deals with the amount of extra time a teacher spent because of being involved with the staff development program. The amount of time teachers spent during their regular working day where their classes are covered by substitute teachers and the amount of consultant time required is discussed in the previous section where the cost of the two models was compared.

Interview Results

Respondents indicated that extra time was donated by teachers in both models but that the amount of extra time and effort was different for each program and also varied from school-to-school. The pull-out model involved no extra teacher time for in-service sessions since substitute teachers were provided. They did however take time to prepare lesson-plans for the substitute teachers. In the pull-out program teachers spent 8 to 10 half-days away from their students.

The school-based model provided most of the in-service sessions at the end of a school day. While some schools used shortened days and professional development days for in-service sessions many respondents indicated that extra teacher time was usually donated to attend these sessions. Time for the observation of teaching and the provision of conferences for teachers was often done with the use of substitute teachers. This varied from school-to-school. Some respondents indicated that the extra time required by

the school-based programs was more difficult to manage because it often came at the end of a full work-day.

central office staff member: In the pull-out program the teachers are released by a substitute teacher to attend the in-service session and it's really a treat for them to be able to go to an in-service session. The add-on there comes in having to prepare lessons for the substitute teacher. In the school-based program the add-on is that the teacher has already taught for most of the day and they come to the in-service session tired with homework to do for the next day and preparation for the next day. I think the add-on would probably be greater in an after-school in-service session.

central office staff member: The majority of time for school-based programs ends up being add-on time and that's a major disadvantage. Even the most dedicated teacher in December when I might come out and do a school-based program after school is exhausted. They have Christmas concerts, they have marking, they have report cards, and on top of that I come out and often I will work with them between 3:30 and 5:00. That is a tremendous burden on teachers given all of their work-related commitments as well as their personal commitments.

central office staff member: There is no question that the school-based program would [involve more add-on time] unless somehow the administrator freed up a lot of money and was really concerned to go this way. A principal could, I think probably within his budget if he was really gung-ho and this was really important to him, free it up so that there wouldn't necessarily be any add-on, but nobody has done it yet and the chances of it happening are pretty slim.

central office staff member: In the pull-out the odd school will say, "well we don't have any money to hire subs and we don't have any prep time or we don't have any coverage, so can you conference during lunch hour or can you conference after school". But that's very rare. With most of them it's during school so it's not really an add-on. But with the school-based: you have school-based programs and you have school-based programs. And those schools that are bringing in subs to relieve the lead teachers and the get coverage for,

the teacher to be relieved for the conference--that's the ideal. That's when it's not add-on. But quite often it's, well, I've got a prep here. I can come in and watch you then, and, well, we can hold conferences during lunch-hour. That's when it becomes a burden.

teacher (pull-out): 'The half-day is available so it doesn't affect me that way [add-on time] at all. It does take a little bit of extra work to plan for it. You have to review exactly what it is that you have learned and you have to think ahead as to what sort of lesson you can put it into to use it in your classroom. So it does take a little bit more work, but I wouldn't say a lot more work.

teacher (school-based): 'In certain ways I just wish they would have shorter in-service sessions and then give the rest of the time to working with other people in the school and doing cooperative planning. So often we sit there and listen to _____[consultant] and she/he has a lot of good ideas and it sounds really good, but we never have time to sit down and plan.

teacher (school-based): _____[consultant] was having people sign up because we had to plan a lesson with someone, and people were just not signing up. But, again, it's just an added hassle. I've got to sign up for this yet too. It's like your time is just getting eaten away.

A few respondents thought that the school-based model required very little add-on time on the part of the teacher.

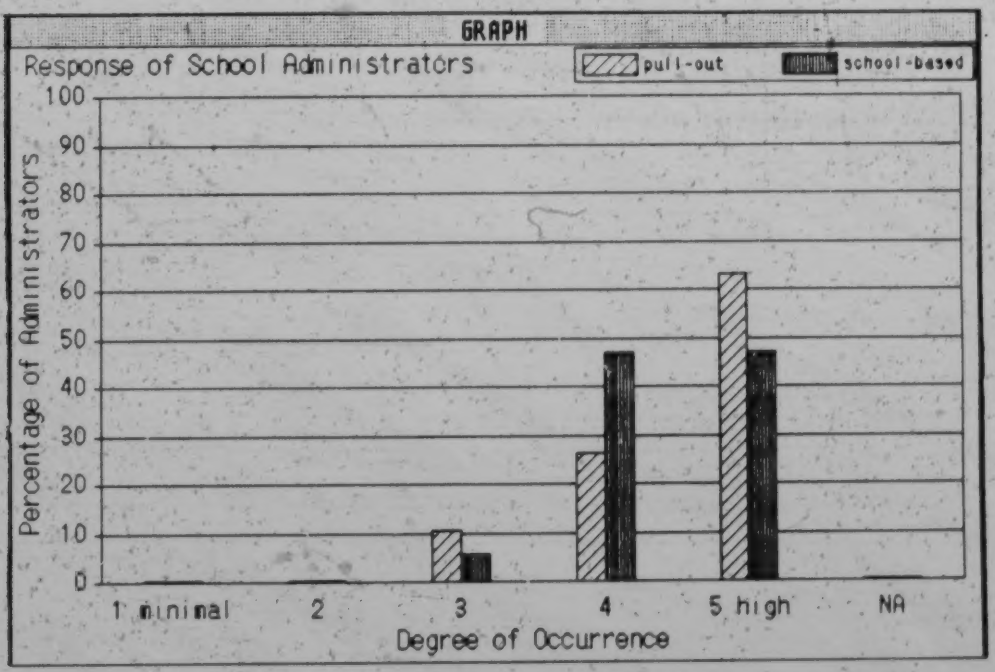
central office staff member: I would say few teachers donate extra time for after-school sessions if early dismissals are used for on-site programs.

school administrator (school-based): I don't see any of it as add-on time, because you're doing professional staff development anyway in the regional staff meeting time. There are a couple of additional times after school, but you have that anyway, so I don't see the additional add-on times. I don't see pressures for myself or for staff. That was one of our highest concerns, that it not be add-on, and I don't believe that it is.

teacher (school-based): I think the way that it is done you don't [have add-on time]. I think some things can be so tiring and if you go after school--if you go there and listen for two hours you can just be so drained and you really don't look forward to them, but this has been good, _____[consultant] makes it really exciting, and you're always doing something, and you're always thinking, and the time goes by really quickly.

Survey Results

Graph 14 Survey Statement #10: "The benefits of the program are worth the time invested."



Respondents from both models indicated that the benefits were worth the time spent on them. Administrators

from the pull-out model indicated a slightly higher degree of benefit for time, with 63% choosing a high (5) degree of benefit. For the school-based model, 47% chose a high (5) degree of benefit for time.

Comparing Participant Satisfaction

Both programs were generally reported to be beneficial and worth the extra effort.

> teacher (pull-out): The Teacher Effectiveness Program really affected my teaching fantastically but what I'm doing now--cooperative learning--is preparing me and giving me enthusiasm. It's giving me different teaching techniques and perking up what I already know. If you are learning alongside the students it's enjoyable and you are learning more.

> Teacher (pull-out): Everything is pro-student and that's what you want. To me the ultimate goal of professional development is as you're learning. If you're excited about what you're learning as a teacher and you're inspired, then your kids will be inspired and excited about what they're learning and you'll have a better atmosphere all the way around, and that's the whole purpose.

> school administrator (school-based): I think the success is the excitement it is generating right now, and that's a learning phase. If you can generate that kind of energy toward a program at this stage and through most of the staff, I think that's worthwhile.

Participant satisfaction in the pull-out model is compared with that of the school-based model in the following sections.

Interview Results

The pull-out model was generally rated higher in participant satisfaction. Participation in the pull-out model was usually seen as voluntary and often as a reward to teachers with seniority. Being able to leave the school and interact with people from other schools was mentioned as a source of satisfaction for the pull-out model. The fact that the in-service sessions occurred in the morning while teachers were still fresh was also mentioned as a positive factor in participant satisfaction. The fact that the in-service sessions for the pull-out are three hours long, compared to one-and-a-half hours for the school-based model, was listed as an advantage in being able to learn and master new material in an unhurried, and therefore more enjoyable manner.

> central office staff member: My experience is that the pull-out type of participation is most enjoyable and satisfactory for the participants.
>
> central office staff member: [In the pull-out program] I can work with people that I don't normally see and I can benefit from their knowledge and gain a greater appreciation for the district.
>
> central office staff member: I believe the pull-out program results in greater satisfaction because I get to work with people from all different areas in the system. I think it's more fulfilling in the pull-out program.
>
> central office staff member: Having participated in both [pull-out and school-based] and then being a leader for both, there is no question that in the pull-out model has more time to develop things. It's not after a whole rushed busy day where you are just

hanging in there when the consultant comes. There is no question, there is more satisfaction in a pull-out program. It's by far the one you get the most incentive from.

central office staff member: With the pull-out, I think it's because you have three hours with the teachers in an in-service session so you can do more. And it's morning so the teachers are fresher and they don't have to be worrying about something that just happened and they're not exhausted at the end of the day and then they have to sit down in an in-service session for an hour-and-a-half. So I think they get much more out of the pull-out. They're more excited about the pull-out and feel more satisfied.

teacher (pull-out): I enjoy getting out of the school and becoming a student and getting together with other people. I think that may be an advantage of the pull-out program as opposed to the school-based, because you're sitting with the same people all the time and quite often you know their feelings and philosophies already, and if you meet with other people you get different viewpoints, too. I quite enjoy it.

The school-based model was generally reported to be beneficial. Much of the satisfaction of participating in the school-based program came from the collaboration with colleagues on a regular basis.

central office staff member: In a school-based program that really works, people get really close and they really work together in planning and implementing the different strategies in their classrooms. So that brings satisfaction too.

school administrator (school-based): I think participating teachers all find the extra effort pays off in the interaction they get with other teachers and in developing their teaching skills.

school administrator (school-based): I think the success is the excitement it is generating right now, and that's a learning phase. If you can generate that kind of energy toward a program at this stage and

through most of the staff. I think that is worthwhile.

Some factors were mentioned that might make the school-based model more difficult for participants. The fact that most school-based programs held in-service sessions after a full day of work was listed as a major challenge for teachers.

> central office staff member: The pull-out program is not after a whole rushed, busy day where you are just hanging in there when the consultant comes.

> central office staff member: One of the ingredients of a successful staff-development program, is that it cannot be seen an add-on for teachers. And I know after school, is a real bad time. They only get an hour--an hour-and-a-half, max.--and they are tired.

> school administrator (pull-out): (speaking of his experience in a school-based program) We didn't have early dismissal like some schools do, and as a result the in-service sessions started at 5:00 and ran until 6:00 at the end of the day, when the staff had worked a full day. So those are just a number of factors that contributed to make it a less than desirable situation.

> teacher (school-based): I think some things can be so tiring. If you go after school, and sit and listen for two hours, you can be so drained that you really don't look forward to them...

In some schools participation in the school-based programs was voluntary and teachers not wishing to participate were allowed to pursue some other forms of professional development. Other schools involved the whole staff in the in-service sessions but made observation and participation in conferences voluntary. Teachers expressed appreciation for the voluntary aspects of the program.

Others who felt that some parts of the program they were participating in were not voluntary expressed some resentment.

> teacher (school-based): I like the way it's set up. I don't feel any pressure from it at all. It's completely voluntary and that makes a big difference when you are teaching. I wouldn't want to have any limits. I wouldn't want to have someone say "okay you have to do three lessons and I'm going to observe two of them".

> school administrator (school-based): One staff member that I can think of that might have some reservations and sort of said "Well do we have to [participate]?" and the answer is no, but then it's a group decision. So it might not suit this particular person's style of delivery but he is certainly willing to be part of the group. I don't see anyone wanting to be outside of the group as such. The vast majority of them are pretty excited.

> central office staff member: What ends up happening is, that although it's a voluntary program, people feel a lot of pressure to attend it [school-based program] both from outside and also internally. Other members of the staff and the principal may overtly recommend that I attend or that a teacher attends, also I don't want to miss anything. I might decide that it's not right now in my best interest to go through this program but at the same time, just so that I can communicate with my fellow staff-members and know the educational jargon, I feel compelled to go, sometimes against my better judgement.

> central office staff member: This is another thing that we are finding--that if everybody has said the whole school must participate--that it's not as successful as if it's voluntary. One of the problems is that many schools have early dismissal one day a week. They must justify that time. They must show that they are using it for their professional development or staff development, so therefore it becomes compulsory. All of the staff members have to be involved, and that is not necessarily the best way to go. At the school where I work they've got three priorities and they have a choice as to which priority

they work on but they must work on one of them.

school administrator (school-based): I think you have to question whether you're going to expect all of the staff to be there, or just the people who are interested. And I think, philosophically, it's better just to have the people who are interested. I try to almost give them a little more reward for doing it, and that sort of thing.

teacher (school-based): I know that some people have opted out and I don't know what they are doing. Maybe they have individual plans and maybe that is what I should be doing. I've often talked about getting together with other people on an early dismissal day, but that was touch-and-go because it was a professional development day. I get so mad sometimes because it's an extra, and I want to get down to the nitty gritty of what's happening in my classroom.

School size was mentioned as one of the variables that affected the success, and therefore the participant satisfaction in school-based programs. It seemed that it was particularly difficult to pull a large staff together and coordinate them in a school-based program.

school administrator (school-based): Most of the staff were all keeners--it was a smaller school--and we pulled the other people in with us. A couple of people didn't practice the skills as much as they should have, but I think it worked very well. In a smaller sized staff it would work very well. If you have one or two dissenters they would feel almost isolated if they didn't join in, so the peer pressure was there.

school administrator (school-based): I think the success of a school-based program depends on the size of your staff. I think it depends on how the staff fits together, as well. I don't think that all staffs fit together as nicely as this one does at this point. And that changes too, because people come and go.

school administrator (pull-out) (talking about a previous involvement in a school-based program): We

were a fairly large staff and we had four people who were training and taking part in conferences. With the large staff we had, it took too long for the people who were training and taking part in conferences to observe and conference among the staff. In some cases it might be four or five weeks after the in-service session that we would have the conferences so we lost continuity.

Although most respondents indicated that the programs rarely produced conflict among staff members, some indicated that in some cases there was resistance to staff development programs that resulted in the fragmentation of the staff. This was mentioned for both the pull-out and school-based model.

central office staff member: In the school-based program the line may become drawn and if I'm not participating I have to state why I'm not and I have to be very clear in my own mind why I'm not participating and be critical because I have to defend why I'm not participating. In the school-based program the staff members may be at odds with each other.

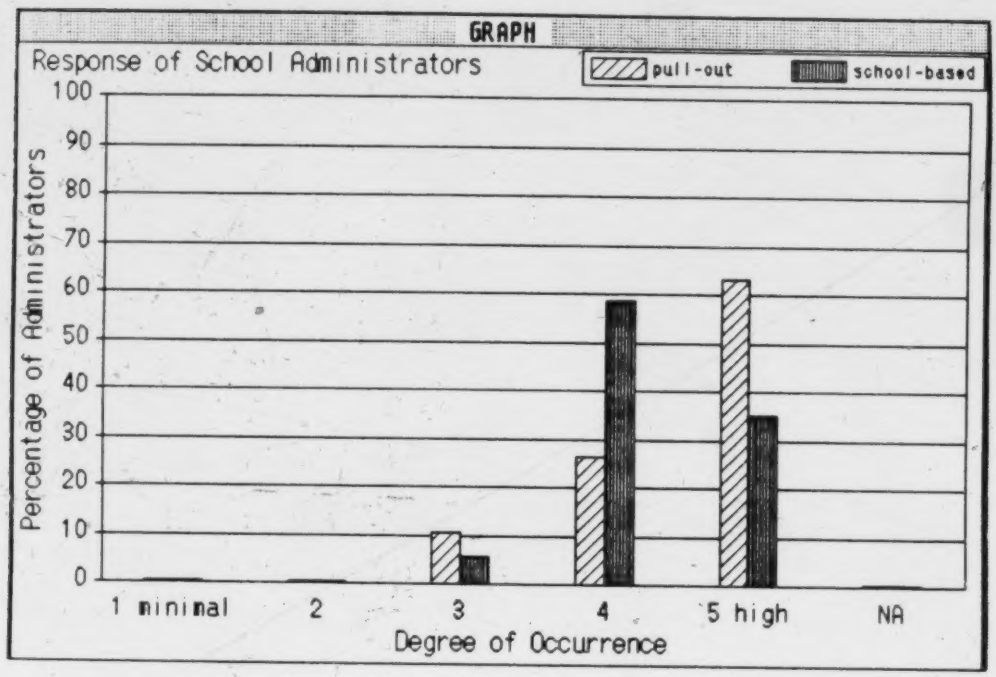
central office staff member: I think that the school-based program sometimes causes friction. It can frighten the staff and pockets of people who are really enthusiastic develop and the other people just pull away and become very negative and don't want to participate in the program. That fragmentation is less likely to happen in the pull-out program.

central office staff member: My experience has been that the pull-out program can alienate the participants from the non-participants. There was really a feeling that I was trying to get ahead of them; that they weren't up on the terminology. They became a little bit defensive and instead of my coming back and being able to share with them what I was doing, they became resistant to what I was doing.

central office staff member: I think that non-participants in a pull-out program sometimes feel alienated from the participants, become defensive toward the participants, or feel threatened by them.

Survey Results

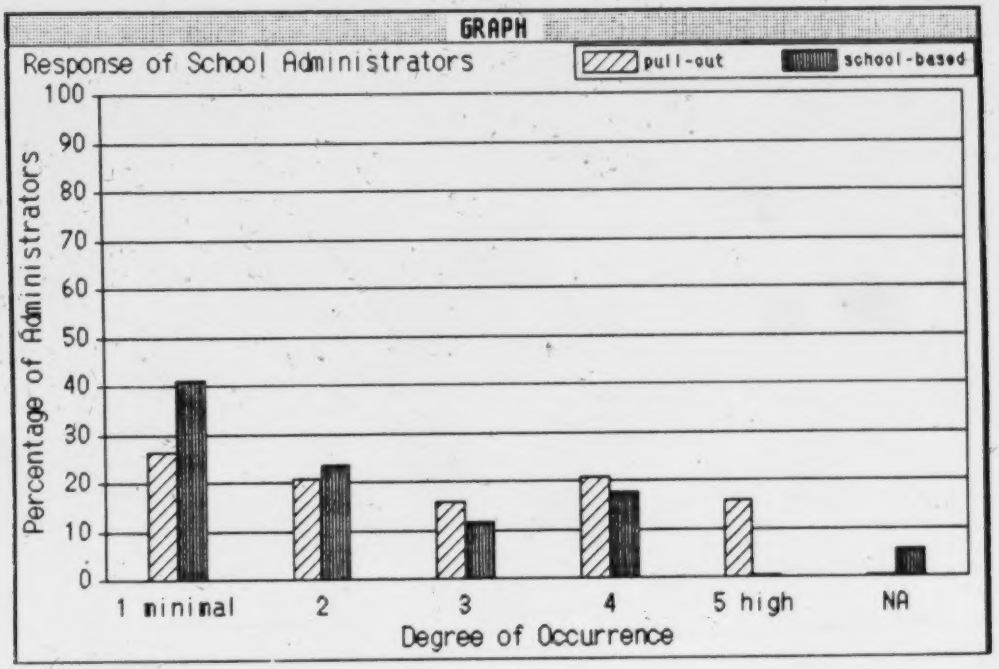
Graph 15 Survey Statement #9: "Participating teachers have expressed support and enthusiasm for the program."



The information represented in this graph indicates that school administrators perceive teacher support and enthusiasm for both models to be high. Over 90% of the administrators chose (4), indicating a substantial degree of satisfaction, or (5), a high degree of satisfaction among participating teachers. The pull-out program scored higher, with over 63% of the administrators choosing (5), a high

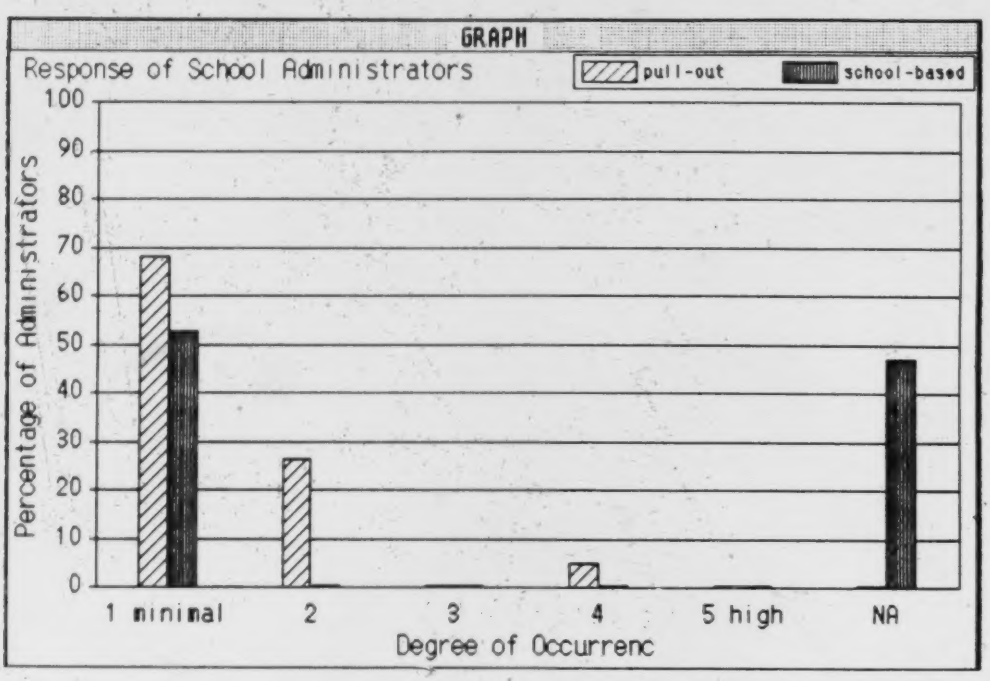
degree of satisfaction among participating teachers in their schools. This is consistent with the interview data.

Graph 16 Survey Statement #18: "There is resistance to the program from some staff members."



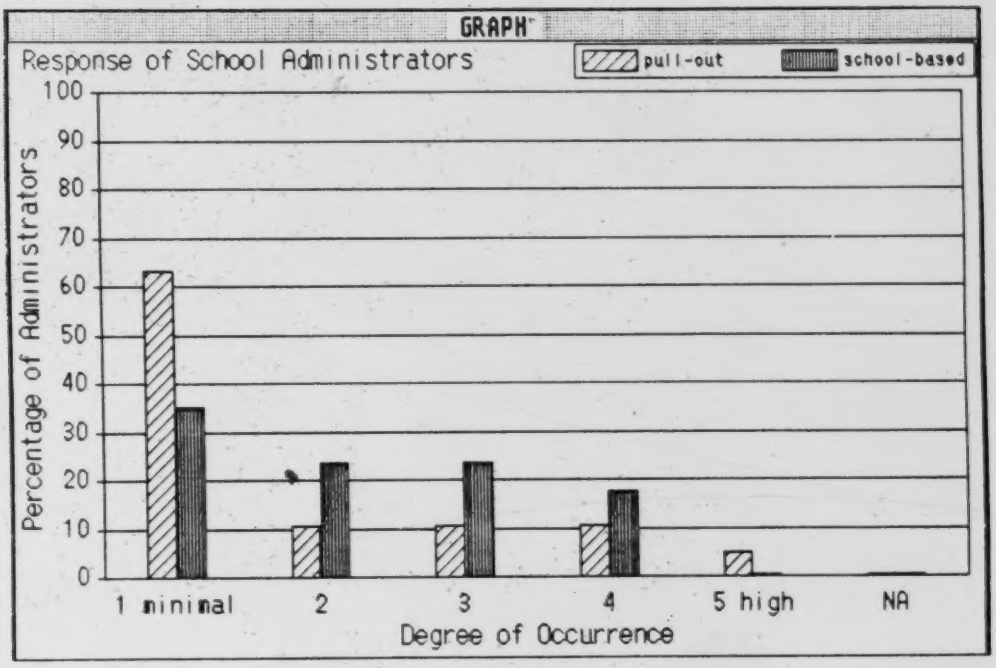
Most administrators felt that resistance to either program was rare. The pull-out program showed a slightly higher probability of resistance, with over 35% of administrators indicating a substantial (4), or great (5) amount of resistance to the program by staff members in their schools.

Graph 17 Survey Statement #19: "There is conflict between participating and non-participating staff members."



Administrators from the school-based programs chose either (1), indicating a negligible amount of conflict, or NA, indicating that there were no non-participants in their schools. Information represented in the graph indicates that some school administrators perceived that a slight degree of conflict between participating and non-participating staff may occur with the pull-out program in some schools.

Graph 18 Survey Statement #20: "This type of staff development program is difficult to implement."



Information represented in the graph seems to indicate that administrators find the school-based program a little more difficult to implement that the pull-out program. Over 60% of the pull-out administrators chose (1), almost no difficulty in implementation, compared with only 35% of school-based administrators making that choice.

Comparing the Effect on Beginning Teachers

Beginning teachers from both models were reported to benefit greatly.

Interview Results

Beginning teachers were reported to benefit greatly from either program but very little opportunity existed for them to participate in the pull-out program. Beginning teachers were generally reported to learn new skills more rapidly because they don't have to give up established routines.

> central office staff member: In many cases participation in pull-out programs has been used as a reward for teachers. I think for a first year teacher, the administration would be waiting to see if that teacher would be with them for a second year before they would send them to that type of program, because it is quite a large investment of time and substitute costs. In the school-based programs we have first and second-year teachers because the whole staff of the school is involved, and in Edmonton Public we have close to 400 new teachers this year. I think the effects on those teachers are very great. First of all, in many instances, those teachers haven't established some of the habits or ways of doing things that some teachers who have been around for many years have, and they're more open to suggestions and ideas for change. Also we are finding that many of our first-year teachers do not have some of the basic classroom management skills, and if they are participating in a classroom management program, just a few skills will really help them deal with their classes and make big changes in the type of classroom management they use.

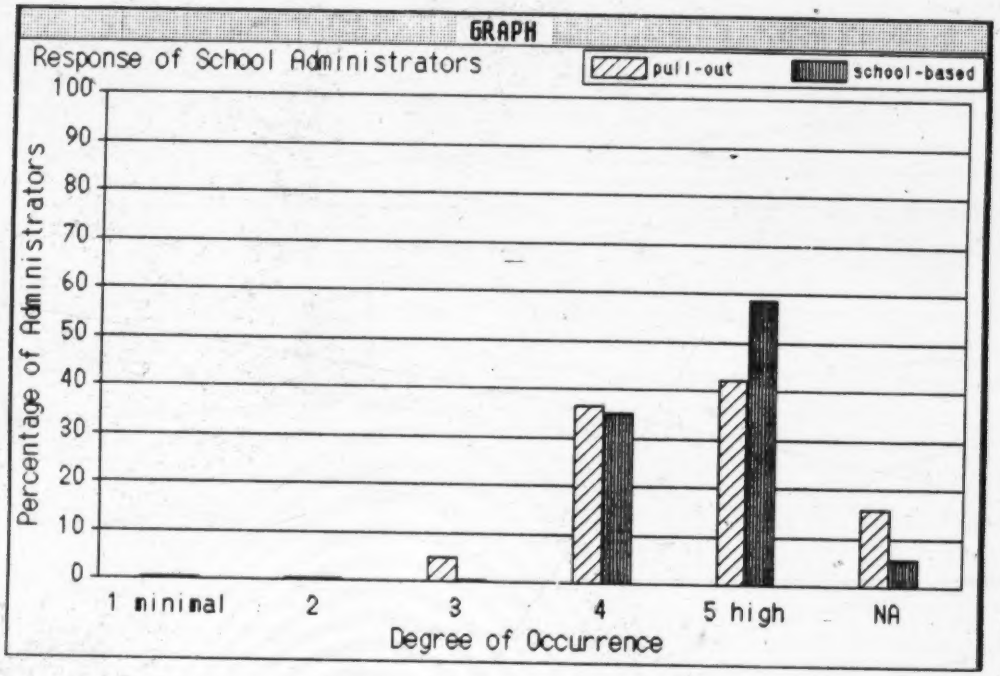
> central office staff member: When teachers are learning their craft they are more likely to be more influenced because they have many holes to fill and there are certain things that you can show them.

central office staff member: I think the school-based program is great for first- and second-year teachers because they get lots of support and they get used to talking about what's happening in their classroom with other people. Teachers tend to be very isolated and tend to keep anything that doesn't work to themselves, especially first- and second-year teachers, because it's seen as almost a failure if they say, "well, I did this and it didn't work". So the school-based program is great for getting them to talk about what's happening in their classroom, and they hear other teachers saying "I did this and it didn't work".
question: Do you see many of them in the pull-out?
reply: No, because it's usually a seniority thing in the pull-out as to who gets to go, and we feel that probably they need to have at least one year under their belt before they get into the pull-out program.

teacher (school-based): If you introduce a new language arts program, people who have been using old methods for 20 years are not the first to adopt the new method. Many people see it as just a variation of the same thing. So as a new teacher I find that I'm probably more open to new ideas and suggestions than people who have been teaching a long time.

Survey Results

Graph 19 Survey Statement #16: "Teachers new to the profession benefit from the program."



Most administrators from both models indicated that there is a substantial (4), or great (5), benefit to beginning teachers who participate in the staff development program.

Other Results

The interviews led to some other interesting characteristics of the staff development programs offered by the IPB.

Peer-coaching

Respondents indicated that peer-coaching, or observation of lessons by other teachers, did not happen regularly in either model of staff development. Many respondents indicated that it would be desirable to have more peer-coaching.

> central office staff member: The first year you would go in and learn the content of the program and be coached yourself by a consultant, then the next year a new teacher would go through the program and you would provide coaching for the new teacher. In an ideal world that is the way it would work. And the consultant, in the second year, would be helping the first teacher to provide coaching for the teacher that's in the program in that year, so that there would be training of coaches. question: And does that happen? reply: A few years ago it happened more often. Now I think we are doing less of it, but the training of coaches is an important aspect of the pull-out series.

> central office staff member: In the pull-out program that I have this year, there is only one school out of eleven that is using peer-coaching in cooperative learning. The idea was to empower the school by teaching them to get coaches at the school level one year, and then to have those people coach the new people, and so-on. It's what we would like to see every school do.

> central office staff member: One of the biggest reasons peer-coaching is happening at _____[name of school] is that two teachers are really keen about cooperative learning, have a background in it, and want to do the coaching. The other school-based programs that I've done in the past have not had any peer-

coaching. So again, for me there is no trend there, no difference between the pull-out and the school-based models. It's more a matter of whether individuals at the school level are willing to do it to.

central office staff member: Most coaching would be voluntary. Because I have been through a pull-out program, my principal might really like it if I would get involved in peer-coaching, but it would be totally up to me because my schedule is quite busy and my load is already completely filled with teaching. question: So does the peer-coaching happen very much? reply: I don't think it happens very much.

central office staff member: It is ideal when the staff takes over the job of coaching. You want that kind of leadership to be developed and you get far greater collegiality on a staff when it is developed. It's just that it's an add-on for the lead teachers and the regular teachers, and quite often other things take priority over it.

central office staff member: It used to be that in the pull-out model it was teachers coaching teachers. With the money crunch it is more difficult. You have to not only have a sub in to relieve the teacher that is coaching, but you had to have somebody-else to relieve the teacher that is being coached during that time. That is very costly, and a lot of schools are not doing that. They want the consultant to come in and coach.

school administrator (school-based): No, I don't think they will coach each other. That is because teachers get so few spares. They will talk about it afterwards. I think that the biggest problem is making time to do it. I don't think most of them would.

central office staff member: Some schools do a lot of peer-coaching and conferencing, but they are the exception. I think that it is an area of our service that we under-address.

Lead Teachers

Several respondents indicated that having a number of staff-members in a school already trained in a skill/strategy provides "lead teachers" who may be a key factor in the success of a school-based program.

central office staff member: I think in a school-based program you will usually find that some of the teachers have an interest in the topic being covered in the in-service sessions, and that they've either done some work on their own in that area, or they might have participated in a pull-out program and started using the strategies or skills that they learned in their own professional development at the school, and that triggered some interest at the school site.

central office staff member: There have been so many teachers in the district that have gone through the training process in terms of coaching that now we can go into in-school programs and have teachers observe and coach each other.

central office staff member: So you're taking your most enthusiastic, your fireball teachers and getting them in the pull-out program and getting them excited. And the minute you've got them in the pull-out program, you've got a base. They're coming back and giving positive feedback, and later on they are going to be your coaches. They are going to be your leaders in the school, helping the rest of the staff, possibly the more resistant people on your staff.

central office staff member: That's usually why they become lead teachers [teachers who have been in a pull-out program], because they have the coaching experience plus they probably have some knowledge and expertise in the particular skill as well.

central office staff member: So I think a series of pull-out in-service sessions are very useful for a variety of things, not only for skill development to a point of likely transfer, but also for generating some enthusiasm and excitement about adult learning or teacher learning. And I think that a number of school-based staff development programs have been, to some

extent influenced, if not triggered, by some of the pull-out experiences.

Although the preparation for a school-based program by training teachers through pull-out programs was usually seen as a useful strategy some respondents indicated that the long-range planning necessary for such a tactic was often lacking.

> central office staff member: It's not a regular occurrence, although at _____[name of school] we have people who are participating in a cooperative learning pull-out program. They hope to use those people as coaches for an in-school program next year.

> central office staff member: Right now my perception is that the district is moving to school-based without really recognizing the benefit of the pull-out programs. I see many principals jumping into the school-based program saying "this is what we're going to do" and the staff saying "what?", and the staff not taking ownership of the program. People do not really have experience with the entire model and the concept of conferencing, because there has been no-one from the school that has been involved with the pull-out program. So I don't see that development in place. I don't think the principals have a long-term notion of staff development. I think staff development is just one of a list of things they have to do and they just randomly plug in. I've got to get my budget done, so this is how I'm going to do it. I'm going to get this done. I'm going to get a little staff development, so I'll just bring in a consultant--that will do it. And so-on down the line, without a long-term plan in place for staff development.

The Move Toward the School-based Model

Several respondents indicated that the EPSD is a relatively decentralized district, with much of the decision-making and accountability at the school level. This tendency was thought to favor a school-based approach

to staff development. There was evidence that the IPB leadership was taking a proactive approach to planning in this regard by encouraging more emphasis on the school-based programs.

central office staff member: The school-based approach is much more staff-development orientated. It's tied more to the needs of the school. There is more of the team element, togetherness, a common focus, things that we value as an institution, that contributes to the cohesiveness of the staff, contributes to the awareness internally of the kind of strengths and talents in a building context in which those things can be shared more easily. I think there is much more power associated with school-based than there is with pull-out just because of that group versus individual nature of them. In our district, schools are looked upon as the key unit of change and control. So from a lot of points of view, I guess my orientation is towards school-based in terms of the pay-off to the district.

central office staff member: Do you teach cooperative learning in a very generic sense or do you teach cooperative learning in the context of a particular body of curriculum? I think more and more clearly this district is saying that there is an expectation that you address that within a meaningful context. If you do it on a pull-out model you have to do it kind of by example, in bits and pieces. At least if you do it in the context of a school, and part of the school's focus is science, and they also want cooperative learning, there is a higher likelihood that you'll also do it trying to address science curriculum. So I see some potential benefits in terms of the future, and also a direction more to school-based for that reason as well.

central office staff member: It has something to do with the nature of the district itself. The whole T.E. project kind of grew out of a system of a great deal more central control. Now there is more of a responsibility for a school-level kind of result as the district has gone more to a site-based kind of management program. In a pull-out model one of the things that tends to be characterized is that the central service is taking a lot more responsibility. Every school is kind of a different place and has slightly different areas of emphasis and focus and strategies. There is so much local control in this

district and so I think the move to school-based programs is directly tied to that.

central office staff member: There is the whole concept of some proactive initiatives on our part. I guess we could choose to offer teacher effectiveness programs for time immemorial and yet in a district that is putting the emphasis on what happens at a site level--I guess if we don't take some initiative to foster site-based staff development--I don't think we are doing our job.

Consultants' Outline of a Staff Development Plan

When asked to outline an ideal plan for staff development within a school, the responses from individual consultants were remarkably similar.

Training of a Nucleus of Staff Members

One of the first steps mentioned was to start with a number of key, enthusiastic teachers and involve them in some form of professional development, such as a pull-out program. The excitement and expertise of these people would then be used to spread enthusiasm and ideas to the rest of the staff.

central office staff member: So I think a series of pull-out in-service sessions are really useful for a variety of purposes, not only for skill development to a point of likely transfer, but also for generating some enthusiasm and excitement about adult learning or teacher learning. And I think that a number of school-based staff development programs have been, to some extent influenced, if not triggered by some of the pull-out experiences.

central office staff member: So you're taking your most enthusiastic, your fireball teachers and getting them in the pull-out program and getting them excited. And the minute you've got them in the pull-out program, you've got a base. They're coming back, they're giving

positive feedback and later on they're going to be your coaches. They're going to be your leaders in the school, helping the rest of the staff, possibly the more resistant people on your staff.

central office staff member: I would find some individuals first of all, who were very interested, who were really keen, who really wanted to do this, and I would send them to a pull-out, and I would try to build a base that way. And I think once I had enough people in my school, considering that maybe some of these people will get leadership positions and be gone in the next year or two, when I had almost a nucleus of enough people who have been through a pull-out, who were really well versed, who have had some background in coaching, then I would go to a school-based program and give it as much financial support as I could. So, I would have a core of people who had been through a pull-out. They would be all set to go and be enthused and want to do the coaching.

central office staff member: I personally would like to see certain people go through the pull-out program first and then use those people as your lead teachers in a school-based program. It's almost as if you need a three-year program. Year one we'll train our lead teachers, year two we'll start our school-based program, and year three would be the culmination. After that you go on to a new three-year plan.

Involvement of Staff in Planning

The next step involved a needs assessment for the school and the development of a plan, ideally using the input of the staff and an expert such as a consultant, along with the school administration. Coaching was seen as a necessary component of the plan.

central office staff member: It's necessary to do a needs assessment at the school site. That is to determine what the teachers would like to see in terms of staff development. Get out all of the needs either through a survey or through having them listed in an in-service sessions--all the things the staff might like to consider--and then prioritize them in some way and come up with what it is the school wants to

accomplish. Then I think the school should contact resources such as consultants. They should make a proposed plan with the administrators and perhaps a professional development committee, and present it to the staff.

central office staff member: I would involve the whole staff in a needs assessment to decide what our needs are as far as staff development is concerned. Once we've come up with that, determine how to meet those needs, involving the whole staff again. You may want to come up with a staff development committee out of that, and have it bring a plan back to the staff and have them discuss it. The more involvement you can have from the staff in the decision-making process the more ownership they have, and the more they feel part of it.

central office staff member: Take a very extensive survey of what the staff wants, and really wait for the staff to take ownership for the program. A principal cannot force a school-based program on the staff. It has to come from the staff, and then the principal has to make it top priority if it is going to succeed. So I think the principal would want to have a staff development committee that would guide the consultant so that, again, staff is really involved in it, and taking ownership for the entire program.

central office staff member: A crucial component would be some sort of coaching follow-up. All sorts of people could be presented with information but that's no guarantee that the information will be transferred into practice. So the coaching is crucial to provide people with that support and assistance to implement whatever it is they would want.

Supporting and Monitoring the Program

The support of school administrators in terms of their input, encouragement, and provision of funding and time was listed as a crucial factor in the success of the program as it continues. Continuous feedback and monitoring by the administration was seen as essential.

central office staff member: The school-based program must be supported and monitored continuously, session by session and term by term. The administrator should invite individual feedback formally and informally whenever appropriate.

central office staff member: I think the crucial ingredients of any staff development programs are that the school administrator support what's happening, that she or he be really behind what they are doing, secondly that the teachers of the school be really supportive of it.

central office staff member: If you believe school-based programs are important; if you believe in the professional growth of your staff at this particular time because of the input your staff has given you, then you have to be committed towards it, and that means maybe dropping some of your other programs and goals for the staff, at least for that year, and putting them on the side, so that the staff doesn't really feel over-worked. Also the financial commitment must be there to spend the money necessary to allow teachers to peer-coach each other and to have a consultant come in and work with the staff....

Summary

In this chapter, general procedures for the pull-out and school-based models of staff development programs offered by the IPB were discussed. These two models were compared in a number of ways.

The general procedures for the pull-out model included teachers leaving their classes to attend 8 to 10 half-day in-service sessions at a central location. At these sessions, consultants presented the theoretical basis of skills/strategies, demonstrated the theory in practice, and provided opportunities for participants to practice them with their colleagues. Participants were expected to practice the skills/strategies in their classrooms. Between

each in-service session, each participant was coached and participated in a conference with a consultant or colleague who had been trained in the skills/strategies and in coaching techniques.

The school-based model of staff development programs offered by the IPB was designed to provide customized service to particular schools. The school decided, with the help of a consultant, the program to be followed, the role of the consultant, and the time and methods to be used to undertake a staff development program. The school made an application to the IPB through a supervisor. A consultant was then chosen by the IPB to work with the school.

Since the program was tailored to the needs of the school, a variety of procedures existed to deliver the program. Usually the assigned consultant (or consultant team) presented 6 to 10 in-service sessions to the staff of the school. These sessions were usually held after school and/or on professional development days.

When comparing the two models, both the interview and survey results indicated that there was a greater degree of collaboration and collegiality with the school-based model. Although intense collegiality often developed between pairs of participating teachers during a pull-out program, it often decreased after its completion. In the school-based model the school administrators often collaborated with the teachers and consultants to customize a program to meet the needs of the school. This collaboration, and resulting

development of collegiality often continued after completion of the formal program.

The role of school administrators in the two programs was also compared. The school administrators' support and encouragement was important in both the school-based and pull-out models of staff development. The school-based model was described as a continually changing situation which required constant monitoring by administrators and required more commitment and involvement from them. Administrators from the school-based model often worked very closely with the program, participating in the in-service sessions and sometimes in coaching. Many administrators from the pull-out program encouraged teachers to enroll in the programs but seldom became involved in the program itself.

The transfer of skills/strategies to the classroom was also compared. An important variable affecting the transfer of skills/strategies was the amount and quality of coaching received by the participants. Most respondents felt that the transfer occurred more readily with the intense and expert coaching received in the pull-out program. Longer in-service sessions were also listed as an advantage of the pull-out program. Pull-out programs tended to have uniform characteristics, with groups of volunteer teachers being trained and coached in a prescribed manner. The great variety that existed within the school-based programs caused a large range in how successfully a skill was transferred to

the classroom.

When comparing the longevity of use of the skills/strategies a number of factors were mentioned. Some consultants considered that the key factor for continued regular use of a skill/strategy is the degree to which the skill or strategy is mastered. This mastery was considered to be more likely to happen in the pull-out program because of the intensity and quality of coaching. Some respondents indicated that in a school-based program collegial support may enhance the frequency and longevity of use the skill/strategy. The variety of approaches practiced in the school-based model resulted in a large range in the amount of success different schools achieved in accomplishing long-term use of a new skill/strategy.

The financial implications for the two models were also different. The pull-out model was reported to be more expensive for the number of teachers trained. The school-based model included a variety of approaches so the cost of the programs varied from school-to-school.

When comparing the extra time donated by teachers for each model, respondents felt that the school-based model was more demanding. Teachers participating in pull-out programs were released from classes to attend in-service sessions. Teachers participating in school-based programs usually attended in-service sessions after school or during professional development days.

Participant satisfaction was then compared. Both

programs were generally reported to be beneficial and worth the extra effort. The pull-out model was generally rated higher in participant satisfaction. Participation in the pull-out model was usually seen as voluntary and often as a reward to teachers with seniority. Being able to leave the school and interact with people from other schools was mentioned as a source of satisfaction for the pull-out model. The fact that the in-service sessions occurred in the morning while teachers were still fresh was also mentioned as a positive factor in participant satisfaction. The fact that the in-service sessions for the pull-out are three hours long, compared to one-and-a-half hours for the school-based model, was listed as an advantage in being able to learn and master new material in an unhurried, and therefore more enjoyable manner.

The effect on beginning teachers was reported to be positive for each model. The pull-out model included few new teachers however, because of the reluctance of school administrators to send new teachers not yet on permanent contract. Participation in the pull-out program was often considered a privilege to be extended to experienced teachers.

The interviews led to some other interesting characteristics of the staff development programs offered by the IPB. Respondents indicated that peer-coaching, or observation of lessons by other teachers, did not happen regularly in either model of staff development. Many

respondents indicated that it would be desirable to have more peer-coaching. A number of respondents indicated that having a number of staff-members in a school already trained in a skill/strategy provides "lead teachers" who may be a key factor in the success of a school-based program.

Another trend that emerged from the interviews was the IPB's move towards more emphasis on the school-based model of staff development. Several respondents indicated that the EPSD is a relatively decentralized district, with much of the decision-making and accountability at the school level. This tendency was thought to favor a school-based approach to staff development.

As part of the interview session, consultants were asked to outline a desirable staff development plan for a school starting a program. One of the first steps mentioned was to start with a number of key, enthusiastic, teachers and involve them in some form of professional development such as a puli-out program. The excitement and expertise of these people would then be used to spread enthusiasm and ideas to the rest of the staff.

The next step involved a needs assessment for the school and the development of a plan, ideally using the input of the staff and an expert such as a consultant, along with the school administration. Coaching was seen as a necessary component of the plan.

Finally, the support of school administrators in terms of their input, encouragement, and provision of funding and

time was listed as a crucial factor in the success of the program as it continued. Continuous feedback and monitoring by the administration were seen as essential.

CHAPTER 5

SUMMARY, RECOMMENDATIONS, FURTHER RESEARCH, AND CONCLUSION

This study involved a comparison of the school-based and pull-out models of the staff development programs offered by the Instructional Processes Branch of the Edmonton Public School District. The pull-out model involved training teachers at a central location, and used consultants to provide in-service sessions, coaching, and conferences for teachers. In the school-based model, consultants came to the school and provided in-service sessions for the staff. Coaching and the provision of conferences were often performed by the consultant and "lead teachers" on staff. Lead teachers were those who had been previously trained in a skill/strategy and coaching. This chapter contains a summary of the study, recommendations for practice, some suggestions for further research, and a conclusion.

Summary

The pull-out and school-based models of staff development were compared in a number of ways in this study.

The Pull-out Model

The findings indicated that the pull-out program was favored on the following dimensions: (a) the ability to transfer a strategy or skill to the classroom; (b) amount of

time to be donated by teachers; (c) participant satisfaction; and (d) frequency of use of new strategies or skills. The pull-out program may be described as a centrally controlled, intense, more expensive training of teachers by experts (consultants). The benefits of the programs usually centered on the participating teachers rather than the whole school.

Respondents reported that the transfer of skills and the frequency of use was greater with the pull-out model. They indicated that a reason for this was the greater amount of time spent in in-service sessions. Another contributing factor was that the sessions were held away from school at a time of day when teachers were still fresh. Most of the responding consultants listed high-quality coaching between each in-service session as an important factor in achieving skill/strategy transfer. Joyce and Showers (1980), Sparks (1983), Spillett (1989), Servatius and Young (1985), and many others also regarded coaching as an important factor in achieving transfer. Respondents generally agreed that a greater amount of expert coaching occurred in the pull-out model.

Because teachers in the pull-out program were released from their classes for in-service sessions meant they usually donated less of their time from outside of normal working hours. This aspect, together with the fact that their in-service sessions were held at a time when they were not tired from a full working day, helps to explain the

higher rating in participant satisfaction.

Another factor that contributed to satisfaction was the opportunity to meet and share with teachers from other schools and grade levels. Also teachers in the pull-out model each received coaching from and took part in a conference with a consultant between each in-service session. Teachers in the school-based model had little access to consultants for coaching. This individualized attention from a consultant in the pull-out program was also listed as a source of greater participant satisfaction.

The School-based Model

The school-based model seemed to be favored on the following dimensions: (a) the development of collegiality; (b) amount of collaboration between administrators and staff; (c) frequency of collaboration among colleagues; (d) cost to the system and to the school; (e) type of involvement of school administrators; (f) participation of teachers in the decision-making process regarding the implementation of the program; (g) effects on first- or second-year teachers; and (h) overall effect on the school.

One aspect that characterized the school-based model was the amount of variety that existed from school-to-school. The fact that the program was based at the school required that collaborative planning and participation occur among the staff. Many respondents indicated that one of the major factors contributing to the success of a program in the school was the amount of collaboration and voluntary

participation achieved within the school.

The researcher sensed that implementing a school-based program might be difficult, and that a number of school-based programs were not considered to be successful. Respondents often prefaced their remarks about school-based programs by a phrase such as "in school-based programs 'that work'", before discussing their opinions. Also, a few examples were mentioned of school-based programs described as unsuccessful. Factors frequently mentioned for achieving the staff participation necessary for a successful program were (a) a cooperative, voluntary effort from the staff, (b) a high degree of input and support by the school administration, (c) high quality input from consultants, and (d) adequate coaching.

The extra time and effort required of teachers in the school-based model was listed as one of the most important disadvantages of the school-based model. Some respondents indicated that, with the use of professional development days and early dismissal, the total amount of time required wasn't much more for school-based teachers, but most respondents indicated that since the in-service sessions were held at the end of a school day, teachers were tired and likely to be less receptive.

Another disadvantage of school-based programs seemed to be the shorter in-service sessions, with less time for the consultant to impart the theory and practice necessary to master the skill/strategy. Also, consultants

had time to coach and provide conferences for only a few of the teachers on staff. In some schools not all of the teachers were coached or received conferences. In others, lead teachers who had been previously trained in the pull-out program, helped with the coaching and the provision of conferences.

One of the main advantages of the school-based model was the lower cost of the program for the number of teachers trained. The cost to the school was for substitute time to cover the classes of teachers being coached and participating in conferences. In some schools, there was also the cost of providing a staff development coordinator with preparation time. The cost to the district involved the provision of a consultant to the school for 8 to 10 days.

New teachers were thought to benefit more often in the school-based model because more of them participated in the programs. Few new teachers participated in the pull-out program because administrators often considered it a privilege to be offered to experienced teachers. New teachers who did participate in the pull-out program were reported to have benefited greatly.

In a successful school-based program with a high degree of collaboration, a greater sense of collegiality often developed among staff members. Teachers were reported to gain a great deal of satisfaction and benefit from participation in some of the school-based programs. The

overall effect on the school was sometimes very positive because of the collective participation and collaboration related to the particular school's situation.

Other Findings

Both the pull-out and school-based programs were described as worthwhile and beneficial to the district, individual schools, teachers, and students. Teachers learning new skills/strategies with the opportunity to interact with each other, and with expert consultants, were thought to bring more enthusiasm and skill to their jobs.

The pull-out program was often mentioned as important in the success of school-based programs. The consultants agreed on the benefit of having lead teachers present in a school-based program who had been previously trained in a pull-out program. These teachers were seen as valuable in generating excitement about the program, and in helping the consultant to coach and provide conferences for teachers.

Peer-coaching was mentioned as an important factor in successful staff development programs. Respondents indicated that the practice was becoming less frequent in the pull-out program. Some schools in the school-based program used peer-coaching to a high degree but respondents frequently indicated that it was not used in most schools.

Some respondents indicated that the long-range planning necessary to develop good school-based programs was often lacking. Starting a school-based program without a proper

needs assessment, and involvement of the staff, and the failure to develop a multi-year plan, were factors mentioned that may decrease a program's effectiveness.

The district was reported to be moving toward a greater emphasis on the school-based model. This was in keeping with the decentralized nature of the district, with the onus of responsibility for many decisions being at the school level. However, the pull-out program was still regarded as an important component of staff development within the district.

Recommendations

Since both models of staff development were described as valuable, the recommendations cannot suggest the use of one over the other. However, the two did seem to achieve different goals and were suited to different circumstances. The recommendations centre around these differences.

Long-range Planning

Long-range planning was mentioned as a factor that might be lacking for staff-development programs in some schools. It would be useful for members of the Instructional Processes Branch to require a long-range plan from schools wishing to participate in staff development programs. Respondents often stated that school-based programs benefited when some teachers had already been through a pull-out program. As schools develop their long-range plans they may wish to include the steps mentioned by

consultants, where teachers are trained in a pull-out program before the school embarks on a school-based program. Members of the Instructional Processes Branch might even consider giving preference in their pull-out program to schools that will use their trained teachers in a school-based program.

Coaching

Coaching was mentioned in the literature, and by respondents in this study, as an important factor in mastering a skill/strategy to a point where it will be transferred to the classroom. Teachers in some schools in the school-based model received little coaching. Members of the Instructional Processes Branch should evaluate the worth of delivering programs to schools where many individuals will go uncoached. Giving preference to schools that can ensure a proper level of coaching to participating teachers may be useful.

Peer-coaching was mentioned as an important factor that was under-addressed. By giving preference to schools with coaching in place, peer-coaching may gain emphasis in the schools. As the pull-out program existed, it took one year for a teacher to train in a skill/strategy and a second year to train as a coach. If possible, it would be very beneficial to be able to train coaches at the same time they were being trained in a skill/strategy, saving a year in the time it would take to use these people as lead teachers in a school-based program.

Emphasis on training a large number of coaches within the system would probably lead to more successful school-based programs. As more peer-coaches develop the cost of consultants to coach individual teachers may be decreased. The consultants' efforts could then be concentrated on training coaches in skills/strategies. Coaches trained in the pull-out program would be more likely to continue their use of newly acquired skills/strategies as they interacted with and coached other teachers.

Time

One of the concerns for the school-based model was the timing of the in-service sessions where teachers often participated after a full working day. If strategies could be developed to deliver in-service sessions in the morning or on days when no students are at school and when teachers are fresh, better results may be achieved. Input from consultants, administrators and teachers might produce some ideas to make this possible. Shortened days could be scheduled to have the students come in late instead of using early dismissal. When half-day professional development is used, schools could hold classes in the afternoon instead of the morning. Some education of school administrators might be necessary to show them the increased effectiveness of in-service sessions held while teachers are not tired from a day of work.

Communication

As the staff development program continues to evolve channels of communication must remain open between members of the Instructional Processes Branch and the schools involved in their programs. If schools are provided with information about successful programs within the district they can gain ideas that will help them to implement their programs. As staff members from the Instructional Processes Branch continue to monitor the reaction of participants in the program, they can modify their approach accordingly. One of the important pieces of information that the Instructional Processes Branch can distribute to schools are some of the long-range plans that schools have used effectively. Schools will then possess guidelines to help them plan ahead in an organized manner.

Summary of Recommendations

The following is a list of the recommendations made in this chapter:

1. Encourage long-range planning within the schools.

2. Give preference to applicants from schools with long-range staff development plans in place.

3. Give preference to applicants for the pull-out program to schools who plan to use the participants' expertise in a school-based program.

4. Encourage the inclusion of coaching and the provision of conferences for school-based programs.

5. Give preference for participation in an Instructional Processes program to schools that plan to have coaching in place.

6. Place an emphasis on developing peer-coaches.

7. Endeavor to train teachers during a time when they are not tired from teaching.

8. Maintain open lines of communication where schools can have access to information on how other schools have achieved success in staff development programs.

Suggestions for Further Research

As the study progressed, a number of ideas for further research that might be useful to jurisdictions involved in staff development programs evolved. The following is a list of some of these ideas:

1. A questionnaire could be used to ask teachers who have participated in each of the programs the extent to which they continue to use the skills/strategies they learned.

2. A questionnaire could be used to determine and compare the degree of satisfaction that participants experienced with each of the models of staff development.

3. A detailed cost analysis of both programs would be useful. The pull-out program is uniform, and therefore the cost relatively easy to calculate. Since there is so much variety within the school-based model, a cost analysis would be more difficult.

4. The effect of developing peer-coaching, in terms of

its impact on the cost to the district, would make a useful study.

5. A detailed observational and descriptive study of some school-based programs might reveal some important factors in the success or failure of these programs.

Conclusion

Both the literature and the results of this study indicated valuable gains to a school district, its teachers and its students from participation in staff development programs. The pull-out and school-based model are both beneficial and meet the different needs of teachers and schools. As the Instructional Processes Branch moves toward more emphasis on the school-based model, effective communication and adequate long-range planning must be maintained, both at the central office and school levels.

As the school-based programs continue to develop, both the literature and the respondents from this study have indicated that coaching must play a vital role in their success. The district and schools must therefore continue to develop strategies that will maintain a high level of quality in coaching. The programs, as they existed, had a high level of acceptance by participants and a positive impact on participating teachers and schools.

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Appendix A

PRINCIPAL'S INTERVIEW SCHEDULE

Principal's Interview Schedule:

1. How long has your school been involved in programs offered by the Instructional Processes Branch?

2. How did the program start in your school? Who initiated it?

3. The following questions will help to determine the nature of the program in your school:

   a. How many teachers have been involved in the past and how many are involved now?

   b. What skills or strategies are they working on?

   c. How are they in-serviced on the strategy they are going to use?

   d. What are the arrangements for peer-coaching?

   e. What arrangements are made for the scheduling of time for in-servicing and peer-coaching?

   f. Who becomes involved in the program and what steps must a teacher take to become a participant?

   g. Who makes the decisions for the implementation of the program regarding which strategies to study, what kind of consulting service to use, the amount and type of peer-coaching etc.?

   h. Please add other factors that will help to describe the program in your school.

4. The following questions will help to determine the nature of your involvement in the program:

   a. What does the administration do to support the program and encourage participation in it?

   b. Do you participate in training for the strategy or peer-coaching?

   c. Do you do any coaching?

   d. How much of the decision making for the program is in the hands of the administration?

   e. Please add anything that will help me to understand your role in the program.

5. The following questions will help to determine the effects of the program on the people in your school:

a. In what ways has the program affected you?

b. What evidence is there that collegiality within the participating group has increased?

c. What changes have there been in the relationships among people outside of the participating group?

d. How has the program affected your relationship with staff members?

e. If there are relatively inexperienced people on staff (first or second year teachers), how has the program affected them?

f. To what extent do you think participating teachers use a new strategy?

g. How long do you think it takes teachers to become proficient with a new strategy to the point where they can use it on a regular basis in their classrooms?

h. What has the effect of the program been on the overall climate if your school?

i. If there are teachers who have learned a new strategy in past years, please give your impressions on the extent to which they continue to use that strategy in the classroom.

j. Please add anything that will help me to understand the effect of the program on the people within your school.

6. How much of the decision making for staff development should rest with the teachers?

7. What is the cost of the program to your school?

8. How much of your time is spent on this particular staff development program? How much of this is "add-on" time that is outside of your normal duties?

9. Please share some specific success stories related to the program in your school.

10. What are some of the problems associated with the program?

11. How might these problems be minimized?

12. If you were starting the program again what would you do differently?

13. How could the program be improved?

14. What are the plans for the future of the program in your school?

15. Please add anything that will help me to understand the program, what it means to you, and how it works in your school.

Appendix B

TEACHER'S INTERVIEW SCHEDULE

Teacher's Interview Schedule:

1. Please share a little about your professional history.

2. How long has your school been involved in programs offered by the Instructional Processes Branch?

3. How did the program start in your school? Who initiated it?

4. The following questions will help to determine the nature of the program in your school:

   a. How many teachers have been involved in the past and how many are involved now?

   b. What skill or strategies are they working on?

   c. How are you in-serviced on the strategy you are going to use?

   d. What are the arrangements for peer-coaching?

   e. What arrangements are made for the scheduling of time for in-servicing and peer-coaching?

   f. Who becomes involved in the program and what steps must a teacher take to become a participant?

   g. Who makes the decisions for the implementation of the program regarding which strategies to study, what kind of consulting service to use, the amount and type of peer-coaching etc.?

   h. Please add other factors that will help to describe the program in your school.

5. The following questions will help to determine the nature of the school administrator's involvement in the program:

   a. How do the administrator support the program and encourage participation in it?

   b. Do they participate in training for the strategy or peer-coaching?

   c. Do they do any coaching?

   d. How much of the decision making for the program is in the hands of the administration?

   e. Please add anything that will help me to understand the role of administrators in the program.

6. The following questions will help to determine the effect of the program on the people in your school:

   a. How has participation in the program affected you?

   b. What evidence is there that collegiality within the participating group has increased?

   c. What changes have there been in the relationships among people outside of the participating group?

   d. How has the program affected your relationship with members of the administration?

   e. How has the program affected your relationship with other staff members?

   f. If there are relatively inexperienced people on staff (first or second year teachers), how has the program affected them?

   g. To what extent do you think you or other participating teachers use a new strategy?

   h. How long do you think it takes teachers to become proficient with a new strategy to the point where they can use it on a regular basis in their classrooms?

   i. What has the effect of the program been on the overall climate of your school?

   j. If you or other teachers have learned a new strategy in past years, please give your impressions on the extent to which that strategy continues to be used in the classroom.

   k. Please add anything that will help me to understand the effect of the program on the people in your school.

7. How much of the decision making for staff development should rest with the teachers?

8. How much of your time is spent on this particular staff development program? How much of this is "add-on" time that is outside of your normal duties?

9. Please share some specific success stories related to the program in your school.

10. What are some of the problems associated with the program?

11. How might these problems be minimized?

12. If you were starting the program again what would you do differently?

13. What are your plans for future involvement in the program?

14. Please add anything that will help me to understand the program, what it means to you, and how it works in your school.

Appendix C

CONSULTANT'S INTERVIEW SCHEDULE

Consultant's Interview Schedule:

1. Please outline what is involved in the pull-out and school-based programs.

2. Describe your involvement in the pull-out and the school-based programs.

3. I would like you to describe these two strategies, comparing their strengths and weaknesses under the following categories:

   a. the development of collegiality (within the participating group and outside of the participating group)

   b. the ability to transfer a skill or strategy to the classroom.

   c. the amount of time donated by the consultant, administrator, and teacher (paid time and "add-on" time).

   d. cost to the system and to the school.

   e. participant satisfaction.

   f. longevity of the use of new skills or strategies

   g. frequency of use of new strategies or skills.

   h. type of involvement of school administrators.

   i. participation of teachers in the decision-making process regarding implementation of the program.

   j. effects on first or second-year teachers.

   k. effects on non-participants (over-all effect on the climate of the school).

4. What do you think the ingredients are for a successful staff development program (including the involvement of consultants, administrators and teachers, and the use of peer-coaching)?

5. If you were initiating a staff development program in a school or small school district what are some of the main points of advice that you would impart?

Appendix D

SUPERVISOR'S INTERVIEW SCHEDULE

Supervisor's Interview Schedule:

1. Please give a brief history of the Instructional Processes Branch in the Edmonton Public School District.

2. Please describe the recent trends regarding the change from the pull-out model to more emphasis on the school-based model.

3. What effect has this trend had on the emphasis of peer-coaching in staff development?

4. How does the cost to the system of the school-based model compare with that of the pull-out model?

5. From a system point-of-view would you please discuss the strengths and weaknesses of the school-based model and the pull-out model.

6. How do you anticipate that staff development will change in the Edmonton Public School District over the next few years?

7. Please add anything that will help me to understand the staff development program of the Edmonton Public School District.

Appendix E

COVERING LETTER FOR THE SURVEY

Dear Sir/Madam:

I have been given permission by Mr. VanderValk and Mr. Holmes to study the pull-out and school-based programs offered by the Instructional Processes Branch. It would be greatly appreciated if the administrator in charge of participation in the Instructional Processes program for your school would fill out the enclosed questionnaire and return it in the envelope provided.

The information gained from this study will be made available to you and should be useful to your school and to your school district. Your cooperation is appreciated. Thank-you for taking the time to help me in this matter.

If you have any questions I can be contacted at 986-1879.

Sincerely

John Drader

Appendix F

SCHOOL ADMINISTRATOR'S SURVEY

QUESTIONNAIRE FOR THE SCHOOL ADMINISTRATOR SUPERVISING THE SCHOOL'S PARTICIPATION IN INSTRUCTIONAL PROCESSES PROGRAMS

What grade levels are accommodated at your school? _____

How many students are enrolled? _____

How many teachers are on staff? _____

How many administrators are on staff? _____

What is your position? _____

Circle the staff development program now in use at your school -pull-out/in-school

How long has your school been involved in the program? _____

How many teachers are participating in the program this year? _____

How many teachers have participated in the program all-together? _____

Please list the strategies or skills that your staff members have worked on during their participation in the Instructional Processes Programs.

The following statements are designed to measure your impressions of the Instructional Processes Programs in your school. The responses are graded from 1 through 5. Circling 1 would indicate that you think that the statement is not true or is a minimal factor in your school. Circling 5 would indicate that you think that what is included in the statement is happening to a high degree in your school. Circling NA indicates that you think that the statement does not apply to your school.

1.	After participation in the program there has been an increase in collegiality among participating teachers.	1	2	3	4	5	NA
2.	After participation in the program there has been an increase in collegiality among non-participating teachers.	1	2	3	4	5	NA
3.	After participation in the program there has been an increase in collegiality between members of the participating group with members of the non-participating group.	1	2	3	4	5	NA
4.	Teachers who have participated in the program are able to transfer the new strategies to the classroom.	1	2	3	4	5	NA
5.	Teachers who have participated in the program use the new strategies regularly in their classrooms.	1	2	3	4	5	NA
6.	The program has cultivated a collaborative strategy among members of the teaching staff.	1	2	3	4	5	NA
7.	The program has cultivated a collaborative strategy between the administrative team and teaching staff.	1	2	3	4	5	NA
8.	The benefits of the program are worth the cost.	1	2	3	4	5	NA
9.	Participating teachers have expressed support and enthusiasm for the program.	1	2	3	4	5	NA
10.	The benefits of the program are worth the time invested.	1	2	3	4	5	NA
11.	Teachers who learned a strategy a number of years ago continue to use that strategy regularly.	1	2	3	4	5	NA

12.	Decisions concerning the implementation of the program are made by the teachers as a group.	1	2	3	4	5	NA
13.	School administrators make most of the decisions about the implementation of the program.	1	2	3	4	5	NA
14.	School administrators participate in learning strategies or coaching.	1	2	3	4	5	NA
15.	The over-all effect on the school climate has been positive.	1	2	3	4	5	NA
16.	Teachers new to the profession benefit from the program.	1	2	3	4	5	NA
17.	Teachers involved in the program collaborate on a regular basis with more than two or three colleagues.	1	2	3	4	5	NA
18.	There is resistance to the program from some staff members.	1	2	3	4	5	NA
19.	There is conflict between participating and non-participating staff members.	1	2	3	4	5	NA
20.	This type of staff development program is difficult to implement.	1	2	3	4	5	NA

Please add comments that will help clarify nature of your school's participation in the Instructional Processes Program and its effects on the people in your school.

Appendix G

COVERING LETTER FOR GENERALIZATIONS TO SUPERVISOR AND CONSULTANTS

Dear Sir/Madame

I am currently working on a master's thesis at the University of Alberta comparing the pull-out with the school-based model of staff development offered by the Instructional Processes Branch. The following pages contain some generalizations that I have made about the two models after interviewing a supervisor, consultants, school administrators and teachers involved in these programs. They are in rough form and I would appreciate your reactions to them before proceeding further. This will enable me to present an accurate description of these programs.

Please make any comments you wish that might make my perceptions more accurate. If you give your comments to _____ I will pick them up from him.

Thank you very much for your time.

Sincerely

John Drader
986-1879

Appendix II

INTERVIEW DATA GENERALIZATIONS

INTERVIEW DATA GENERALIZATIONS

I. General Procedures

A. Pull-out

1. Teachers come from different schools to participate in in-service sessions at a central location.

2. Participating teachers attend 5 or 6 half-day in-service sessions where they are presented with the theoretical basis of the program, given demonstrations of the theory in practice and have the opportunity to practice the skills with their colleagues.

3. After practicing the skill at their schools each teacher is coached and conferenced by a consultant or trained colleague between each in-service session.

4. Substitutes are provided by the school for the half-day in-service sessions and, in some schools, to participate in conferences as well.

5. 1 - 4 teachers usually participate from a particular school for a given year.

6. Teachers complete the Teacher Effectiveness program before enrolling in other programs.

7. Two-thirds to three-quarters of the teachers from the EPSD have participated in one or more of the Instructional Processes programs.

B. School-based

1. A great variety of programs and methodology exists within the school-based programs offered to different schools by the Instructional Processes Branch.

2. The school decides, with the help of a consultant, the program to be followed, the role of the consultant, and the time and methods to be used to undertake a staff development program. The school makes an application to Instructional Processes Branch and contracts a consultant to work at the school.

3. The consultant normally presents about 10 in-service sessions after school during school days shortened for the purpose of professional development. Some schools use four or five after-school sessions on shortened days and one or both full days that have been set aside for professional development.

4. The consultant may coach and conference a number of volunteer teachers from the participating group of teachers.

5. Some schools involve "lead" teachers in coaching and providing conferences for other teachers.

6. Some school-based programs start with teachers who have previously participated in a professional development program. These teachers may serve as "lead" teachers.

7. Some school-based programs involve the whole staff in one particular staff-development program while others allow teachers to opt out to participate in some other form of professional development.

II. Comparing the Development of Collegiality (Collaboration)

The development of collegiality is largely dependant on the culture of the school but the type of staff-development program has the potential of affecting collegiality in different ways.

1. Most respondents indicated that collegiality increased with participation in either program.

2. Participants in pull-out programs often experienced intense collegiality among the few participating members within the school.

3. Participants in pull-out programs collaborated with people from different schools during in-services sessions.

4. Continued collaboration after the pull-out program ended was rare.

5. Collegiality amongst a large number of people on a staff was more likely in the school-based program.

6. Collaboration in the school-based program is more likely to continue beyond the actual training sessions.

7. The pull-out approach tends to impact on individuals whereas school-based programs tend to affect the whole school.

III. Comparing the Ability to Transfer a Skill to the Classroom

1. The indication was that transfer occurred more readily with the expert and intense coaching received in the pull-out program.

2. The great variety within the school-based programs causes a large range in how successfully a skill is transferred to the classroom. The single most important variable identified was the amount and quality of coaching received by participants.

3. The support and collaboration with a large number of colleague in the school-based program was identified as a factor that sometimes aids in the transfer of skills to the classroom.

4. School-based programs may impart skills that are more integrated with the school's curriculum which may make it easier to implement the skill.

IV. Comparison of the Time to be Donated by Teachers

1. Both types of programs require extra time from participating teachers.

2. School-based programs usually involve more add-on time for teachers.

3. Professional development time is used for in-servicing sessions on short days and in some school-based programs the full P.D. days are also used. Teachers also donate extra time to attend in-service sessions.

4. The pull-out program takes no teacher time for in-service sessions but teachers must prepare for a substitute to cover the half-days that they are gone.

5. Conferences are usually done during the teacher's spare or during lunch in the school-based program. Since lead teachers often provide some of the conferences in school-based programs they usually donate their time as well. Some schools provide substitutes for teachers who wish to participate in conferences.

6. In the pull-out program substitutes are often available when the consultant is providing conferences but not as often when colleagues are providing the conferences.

7. The time donated by teachers in the school-based program occurs after a full day of work.

V. Comparison of Cost

1. School-based program do not require as much capital from the school budget.

2. School-based programs can run from $0 to however much a

school wants to spend to provide substitutes for teachers who wish to participate in conferences. In-service sessions provided by the consultant are not a cost to the school.

3. Some schools provide preparation time to the coordinators of the staff-development program.

4. Schools with teachers participating in the pull-out program provide about $55/half-day/teacher participating in the program for five or six sessions.

5. School-based programs may typically cost the school $1000 - $1500 whereas a pull-out program may cost the school $9000 - $10 000.

6. Consultant time is not a cost to the school in either type of program.

7. Schools in the pull-out program may be using consultants to conference more instead of training teachers because substitute time for colleague conferencing comes from the school budget whereas the consultant time does not.

8. Schools participating in the school-based program have the right to schedule one shortened school day/month to provide staff-development activities.

VI. Comparison of Participant Satisfaction

1. The pull-out program was generally rated higher in participant satisfaction.

2. Participation in the pull-out was seen as voluntary and often a reward to teachers with seniority.

3. The school-based program was reported to be beneficial and worth the extra effort.

4. Much of the satisfaction of participating in the school-based program came from the collaboration with colleagues on a regular basis.

5. Add-on time at the end of the day was seen as a difficult task for teachers in school-based programs.

6. Many teachers in school-based programs do not go beyond the in-service session to be coached and participate in conferences.

7. School-based programs were not always perceived as completely voluntary.

8. Some schools make participation in coaching and conferences mandatory. This was seen as a negative factor by some respondents.

9. Staff composition and size and school culture have a major effect on the success of a school-based program and on participant satisfaction.

VII. Comparison of the Frequency and Longevity of Use of a Skill

1. The key factor for frequency and longevity of use seems to be the degree to which the skill is mastered. The greatest degree of mastery usually occurs in the pull-out program because of the intensity and quality of coaching.

2. In a school-based program "that really works" collegial support may enhance the frequency and longevity of use of the skill.

3. In a school-based program many teachers may not be coached or participate in conferences on a skill. Others may only receive one or two sessions.

4. Time becomes the greatest limiting factor in school-based programs.

VIII. Comparison of the Involvement of School Administrators and Teachers

1. The principal's support and encouragement are important in the success of both types of programs.

2. The school-based approach requires more commitment and involvement from the principal.

3. A school-based program is a continually changing situation that requires constant monitoring by school administrators.

4. A school-based program is more likely to be successful if the staff is involved in the decision-making.

5. Either program is more likely to be successful if participation is voluntary. This seems to be more likely in a pull-out program.

IX. Other Generalizations

1. Beginning teachers were reported to benefit greatly from either program but very little opportunity exists for them to participate in the pull-out program.

2. There was some indication that school-based programs are particularly difficult to implement in schools with a large number of staff members.

3. The potential for friction among staff members exist in a school-based program where a number of staff members opt out of the program and are required to give their reasons.

4. There is a large variety of school-based programs and a large variation in the success of these programs.

5. Peer-coaching does not happen very often in either type of program. Many respondents indicated that it would be desirable to have more peer-coaching.

6. Having a number of staff-members already trained in a skill provides lead teachers who may be a key factor in the success of a school-based program.

7. The Edmonton Public School District is a decentralized system with much of the decision-making and accountability at the school level. This tendency favors a school-based approach to professional development.

8. There is evidence that the Instructional Processes leadership is taking a proactive approach to planning the future of the program by encouraging more emphasis on school-based programs.

X. Consultant's Suggestions for the Implementation of a School-based Program

1. Start with a number of key enthusiastic teachers and involve them in a professional development program.

2. Use the excitement and expertise of these people to spread enthusiasm and ideas to the rest of the staff.

3. Use a staff-development committee to do a needs assessment and plan a staff-development program for the school.

4. Contact experts such as consultants to help design the program.

5. Make the program voluntary.

6. Make as much time and money available as possible to allow teachers to participate without over-taxing them.

7. Support the program and monitor its progress.

* Please make comments and additions where you see fit. If you pass your comments to _____ I will be by to pick them up from him. Thank-you very much for your time.

John Drader
986-1879